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ABSTRACT

This document contains business and office occupations-related materials to help teachers and parents teach access skills to Missouri junior high and high school special needs students who want to pursue a vocational program in secretarial and office technology, bookkeeping, accounting, and payroll, or data entry. Access skills are defined as those skills needed to access vocational education programs and be successful in the world of work. An introduction explains this document's relationship to other documents about Missouri vocational education and describes the document's contents. Competencies for the business and office program area appear next, along with access skills checklists on which teachers can record student competence in the secretarial and clerical, bookkeeping and accounting, and data entry areas. An occupational glossary follows those checklists. The next three sections contain competency lists and instructional activities relevant to the chosen vocation. The activities cover each of the five major areas (math, physical demands and working environment, aptitudes, temperament, and vocational) of Missouri's Vocational Readiness Inventory. Teacher and student worksheets are included. The next five sections are instructional modules that teach computer awareness; using a dictionary; capitalization, punctuation, grammar, and spelling; typing; and communicating on the telephone. The modules include task analysis sheets and directions for instruction. The document concludes with a 49-item resource list. (CML)

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Access Skills
Vocational Readiness Skills for Business and Office

Accessing Vocational Education

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ACCESS SKILLS

Vocational Readiness Skills for

Business and Office

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A special thanks to our contributing authors who gave us some of the activities found in the manual:

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INTRODUCTION

Since 1981, Missouri educators have been utilizing the Entry Level Skills Criteria (ELSC) Manual to help prepare special needs students for entry into and successful completion of vocational training programs. With the passage of the Carl D. Perkins Vocational Education Act (P.L. 98-524), the Missouri mandate for instructional management systems and competency-based education, there was a need to revise the ELSC Manual. These revisions make the materials more compatible with the recent educational changes and better meet the needs of practitioners in the field. ACCESS SKILLS is the new name for the ELSC.

ACCESS SKILLS: Vocational Readiness Skills are defined as those skills which appear to be correlated to success in vocational education programs. If a student acquires as many of these skills as possible, the chances of success are higher for the chosen vocational program. The ACCESS SKILLS: Vocational Readiness Skills are negotiable skills; that is, students who are deficient in one or more areas may still enter vocational programs. Through assessment, these weak areas will be determined and vocational instructors and support personnel can then continue to work on the skills during vocational training. There has been a great deal of confusion with the original term "entry level skills". This terminology in vocational education usually refers to the skills needed to enter the world of work. ACCESS SKILLS better explains the objective: to identify, assess and teach skills needed to access vocational education programs and be successful in the world of work.

The ACCESS SKILLS are available in several manuals:

ACCESS SKILLS: Vocational Readiness Skills Inventory for Special Needs Students (Revised Entry Level Skills Inventory)

ACCESS SKILLS have been identified for vocational programs listed on the Vocational Administrative Management System (VAMS). Skill areas include math, physical demands/working environment, aptitudes, temperament and vocational. Sample occupational areas, Classification of Industrial Programs (CIP) codes, and Dictionary of Occupational Titles (DOT) codes have been included as well as employability and study skills. The ACCESS SKILLS lists will also be included on VAMS.

ACCESS SKILLS: Employability and Study Skills Assessment and Curriculum Guide

This guide includes informal assessment instruments to evaluate thirty-five employability and study skills with instructional activities included to teach each skill. This guide was designed for junior high students, but is applicable to any secondary student with needs in these areas.

ACCESS SKILLS: Generic Informal Assessment Instruments and Checklist

This manual contains informal assessment instruments for each of the ACCESS SKILLS: Vocational Readiness Inventory and checklist for documenting the assessment.

ACCESS SKILLS: Vocational Readiness Series

ACCESS SKILLS: Vocational Readiness Skills for Agriculture

ACCESS SKILLS: Vocational Readiness Skills for Business & Office

ACCESS SKILLS: Vocational Readiness Skills for Marketing & Cooperative Education

ACCESS SKILLS: Vocational Readiness Skills for Health Occupations

ACCESS SKILLS: Vocational Readiness Skills for Occupational Home Economics

ACCESS SKILLS: Vocational Readiness Skills for Trade & Technical

The ACCESS SKILLS: Vocational Readiness Skills manuals were developed by occupational cluster areas and include the lists from the Vocational Readiness Skills Inventory for Special Needs Students as well as activity suggestions and instructional modules for teaching the different skills necessary for each program area.

VIMS COMPETENCY LIST

This list is found at the beginning of each program area. Each list contains the exit level skills from the program area taken from the standardized Vocational Instructional Management System (VIMS). Vocational instructors will train students in the majority of these skills and may add skills for an individual student or for all students. It is important to note that not all students must master all of the competencies. The Individual Educational Planning (IEP) team can decide which competencies a student is able to master at what level of acceptance in a given time period. The specified competencies should be designed to lead to a job; that is, a student should be able to learn skills necessary for a job in the community. These competency lists are included so that:

(1) the teacher, student, and parent may see in advance the types of skills which will be presented to students. In this way, the IEP team may have a better idea if the vocational area is reasonable and appropriate for the student;

(2) the relationship between the ACCESS SKILLS: Vocational Readiness Inventory and the exit level competencies can be better understood. For example, in the Business & Office area:

ACCESS SKILLS Vocational Readiness Inventory	VIMS Exit Competency
MATH Add, subtract, multiply, and divide two place numbers	Operate an electronic calculator to perform basic math functions
PHYSICAL DEMANDS/WORKING ENVIRONMENT Seize, hold, grasp, turn or otherwise work with the hand or hands (handling)	Sort and prioritize incoming mail Type a business letter
APTITUDES Perceive pertinent detail in objects in pictorial or graphic material (P-form perception)	Perform functions such as setting margins, tabs, spacing and alignment
TEMPERAMENT Dealing with people beyond giving and receiving instructions	Recommend solutions for office problems
VOCATIONAL Demonstrate knowledge of basic safety concepts	List steps for attending to office emergencies

The ACCESS SKILLS: Vocational Readiness Inventory lists are very basic skills which are needed across vocational areas; therefore, many of them are the same, even across different vocational areas. However, if a student possesses these basic skills, then the outcome skills (VIMS exit competencies) will be easier for the student to attain.

ACCESS SKILLS CHECKLISTS

Each vocational program manual will contain a summary checklist of the skills needed for the area the student wishes to pursue. After assessing the skills with the ACCESS SKILLS: Generic Informal Assessment Instruments, or other formal or informal assessments, the teacher can transfer the information obtained onto the summary checklist. On the checklist, each ACCESS SKILL is broken down into its component parts and the teacher will designate the student's performance or ability by circling the appropriate mastery code number.

3 = mastery
2 = requires supervision
1 = not mastered
N = no exposure

There is room on the checklist to fill in a mastery date as well as a re-entry code and date for mastery later in the year. After completion of the assessment, the areas of weakness can and should become goals in the IEP. This checklist should be sent to the Area Vocational School as part of the student's application. The codes (3, 2, 1, N) can be entered into the VIMS system if the vocational school desires to follow the student's mastery of skills.

A student does NOT have to show mastery of every skill on the ACCESS SKILLS list in order to enter a vocational program. These skills are negotiable and can continue to be practiced during vocational training. The deficient areas should help the planning team in developing realistic vocational goals and objectives and appropriate vocational training for the student. They also should help vocational personnel identify what skills still need to be practiced and/or what curriculum modifications need to be made to insure the success of the student.

Students with physical limitations may never achieve some of the ACCESS SKILLS, especially in regards to dexterity and other physical demands. This does not preclude them from entering and succeeding in an appropriate vocational area. In these cases, the teacher should make a comment regarding the compensatory techniques the student uses (i.e., strikes typewriter with pencil instead of fingers) and list any modifications that might be needed (i.e., typewriter template, longer time to complete assignments, etc.).

INSTRUCTIONAL ACTIVITIES

This section in each manual is designed to give teachers suggestions for activities that may be used to teach and develop a student's weaker skills found during the assessment. It is assumed that students entering vocational programs have fundamental math skills such as counting, adding, subtracting, multiplying, and dividing one place numerals. The activities usually begin with more advanced skills (working with two place numbers), and all are related to the specific program area the student has chosen.

Each of the five major areas of the ACCESS SKILLS: Vocational Readiness Inventory are covered (math, physical demands/working environment, aptitudes, temperament, and vocational). The activities often overlap, but repetition of previously learned material is often helpful for special needs students. For example, the majority of activities require dexterity skills (writing food orders, typing, handling boxes of different weights). Some activities require basic math skills in adding column totals, etc. However, since the activities are related to job tasks in the vocational area many students will not notice the overlap of skills. Teachers are encouraged to be innovative in developing other activities to enhance the student's ability in any specific area.

The activities include suggestions for parents, and most are written so as to be easily utilized as IEP goals or objectives. The criterion level for mastery is not included, as each student's expected level may differ.

Within each vocational program area a vocabulary list is provided, as well as a tool list, when appropriate. In addition, when worksheets for activities are provided, they are found at the end of the section (math, physical demands, etc.).

INSTRUCTIONAL MODULES

These modules are related to the vocational program area, and have been revised from the instructional modules found in the Entry Level Skills Criterion Manual. Some of the modules can also be found in the ACCESS SKILLS: Employability and Study Skills Assessment and Curriculum Guide, but have been adapted to the specific vocational program area.

RESOURCE MATERIALS

At the end of each program area, a list of resource materials is provided to help supplement the activity suggestions. Names and addresses of publishers are included. An Area Vocational School may already have some of these materials, as might other teachers in the building, so it would be advisable to check with other teachers prior to purchasing.

VIMS COMPETENCIES FOR BUSINESS AND OFFICE

A. Exploring Career Opportunities

1. Analyze business and office careers
2. Select a prospective career

Other (specify):

_____
_____
_____

B. Typing Business Materials

1. Perform functions such as setting margins, tabs, spacing, and alignment
2. Organize and type a business letter
3. Type a mailable letter from copy containing proofreader's marks
4. Type a memo from proofread copy
5. Type business forms
6. Organize and type tables
7. Organize and type business reports
8. Compose and type manuscripts

Other (specify):

_____
_____
_____

C. Using Written Communication Skills

1. Use correct sentence structure
2. Capitalize and abbreviate words in business letters
3. Punctuate sentences using commas, semicolons, and apostrophes
4. Use commonly confused words and terms correctly
5. Type numbers in business letters
6. Type hyphens and dashes correctly
7. Spell words correctly in typed copy
8. Choose verbs which agree with given subjects
9. Revise sentence into complete and concise statements
10. Compose and type request letters

Other (specify):

_____
_____
_____

D. Transcribing a Business Letter

1. Type a business letter using a transcribing machine
2. Type a business letter from office-style dictation

Other (specify):

_____
_____
_____

E. Performing Internal Services

1. Sort and prioritize incoming mail
2. Examine and route mail to appropriate personnel
3. Compose and type letters of response
4. Explain the zip code structure and write the two-letter state abbreviations
5. Determine the appropriate class for pieces of mail
6. Select the appropriate U.S. Postal Service to use for various types of mail
7. Type addresses on envelopes
8. Prepare and use a computerized mailing list to print envelopes or mailing labels
9. Identify filing equipment and supplies
10. Index, code, cross-reference, and retrieve records
11. File records alphabetically
12. File records numerically
13. File records alphabetically by subject and geographic area
14. Use a computerized filing system to initiate, file, label, and retrieve records
15. Describe advantages of fringe benefits
16. Transfer information from one record to another
17. Describe techniques for proofreading records
18. Prepare materials for reproduction

Other (specify):

_____
_____
_____

F. Using Oral Communication Skills

1. Use effective communication skills
2. Locate telephone numbers for area businesses and services
3. Locate telephone area codes
4. Make telephone calls to place orders or to obtain information
5. Take an order over the telephone
6. Take telephone messages
7. Make hotel and plane reservations
8. Direct visitors to appropriate offices
9. Describe how to deal with irate customers

Other (specify):

_____
_____
_____

G. Using Office Procedures and Organizational Skills

1. Identify the uses of types and grades of office supplies
2. Select secretarial supplies
3. Decide when to use requisitions and purchase orders
4. List factors to be considered when ordering supplies
5. Stock and organize a supply cabinet
6. Clean and organize a desk
7. Organize a work station
8. List criteria for selecting office equipment
9. Prepare a maintenance file for office equipment
10. Maintain office equipment records
11. Analyze an office layout
12. Select and type a requisition for office furniture

13. Compare renting, leasing, and purchasing plans for office equipment
14. Decide whether to lease or purchase office equipment
15. Analyze whether to purchase a maintenance contract
16. Compare working for public and private enterprises
17. Contrast sole proprietorships, partnerships, and corporations
18. List items to be included in an employee's manual and a desk manual
19. Diagram line and staff company structures
20. Diagram office support structures
21. Analyze job descriptions

Other (specify):

_____
_____
_____

H. Using Numerical-Clerical Records

1. Operate an electronic calculator using the touch system
2. Convert fractions, decimals, and percents to equivalent forms
3. Convert mathematical terms such as gross to their numerical equivalents
4. Operate an electronic calculator to perform basic mathematical functions
5. Complete invoices
6. Prepare checks, make deposits, and reconcile bank statements
7. Handle petty cash
8. Figure payroll

Other (specify):

_____
_____
_____

I. Processing Information

1. Identify and describe computer components
2. Describe the electronic information cycle
3. Describe components of display, linear, and blind word processing equipment
4. Compare and evaluate the features of word processing systems
5. Produce and revise a document on a word processing system
6. Enter and retrieve information with a computerized filing system
7. Modify and correct computerized records
8. Enter data into a data base
9. Access and extract data from a data base
10. Design a data base
11. Design and use a spreadsheet

Other (specify):

_____
_____
_____

J. Seeking a Job

1. Locate local sources of occupational information
2. Compare public and private employment services
3. Research a potential employer
4. Complete a job application form
5. Compose and type a letter of inquiry
6. Compose and type a letter of application
7. Make a telephone inquiry about an advertised job
8. Compose and type a letter requesting a reference
9. Prepare a resume
10. Practice interviewing for a job
11. Describe employment tests
12. Compose and type a follow-up letter

Other (specify):

_____
_____
_____

K. Performing Client-Related Services

1. Describe types of service offices
2. List skills required in service offices
3. Describe requirements for legal typing
4. List qualifications for becoming a notary
5. Describe procedures for becoming a notary
6. Describe responsibilities of a notary
7. Type forms used in service offices
8. Compose and type a letter to a client
9. Type medical and legal documents from longhand copy
10. Type legal or medical letters from oral or machine dictation

Other (specify):

_____
_____
_____

L. Increasing Personal Development

1. Prepare a time schedule for one week of office work
2. Describe appropriate office apparel
3. Explain issues concerning proper employment behavior
4. Identify requirements and working conditions for office careers

Other (specify):

_____
_____
_____

M. Making Decisions and Solving Problems

1. Recommend solutions for office problems
2. Prepare an agenda for a business meeting
3. Make arrangements for out-of-town trips
4. Prepare an itinerary
5. List steps for attending to office emergencies
6. Compose and type cover letters
7. Complete check requests
8. Type speeches from corrected copy
9. Prepare depositions
10. Prepare copy for release to the media
11. Prepare financial tables

12. Prepare an interoffice memorandum
Other (specify):

_____
_____
_____

N. Performing Product-to-Client Transactions

1. Describe the sequence of product-to-client transactions
2. Complete transaction forms such as invoices, statements, and credit memoranda
3. Identify types of discounts
4. Identify types of carriers
5. Compare perpetual and periodic inventory systems

Other (specify):

_____
_____
_____

SECRETARIAL/CLERICAL TECHNOLOGY
ACCESS SKILLS CHECKLIST

Student Name/ID _____ Sending School _____

Instructor _____ Date(s) Evaluated _____

Circle proper mastery code: 3 = MASTERY 2 = REQUIRES SUPERVISION
1 = NOT MASTERED N or blank = NO EXPOSURE

TASK DESCRIPTION	TASK ID #	MASTERY CODE	MASTERY DATE	RETRY CODE/DATE
1. Count two-place numbers	070600A001	3 2 1 N	_____	_____
2. Add two-place numbers	070600A002	3 2 1 N	_____	_____
3. Subtract two-place numbers	070600A003	3 2 1 N	_____	_____
4. Use basic measuring instruments, i.e., rulers, scales	070600A004	3 2 1 N	_____	_____
5. Multiply two-place numbers	070600A005	3 2 1 N	_____	_____
6. Divide two-place numbers	070600A006	3 2 1 N	_____	_____
7. Add common fractions	070600A007	3 2 1 N	_____	_____
8. Subtract common fractions	070600A008	3 2 1 N	_____	_____
9. Multiply common fractions	070600A009	3 2 1 N	_____	_____
10. Divide common fractions	070600A010	3 2 1 N	_____	_____
11. Add two-place decimals	070600A011	3 2 1 N	_____	_____
12. Subtract two-place decimals	070600A012	3 2 1 N	_____	_____
13. Multiply two-place decimals	070600A013	3 2 1 N	_____	_____
14. Divide two-place decimals	070600A014	3 2 1 N	_____	_____
15. Lift 10 lbs. maximum with occasional lifting and/or carrying of small articles, i.e., tools, ledgers (sedentary work)	070600B001	3 2 1 N	_____	_____
16. Extend the hands and arms in any direction (reaching)	070600B002	3 2 1 N	_____	_____
17. Seize, hold, grasp, turn, or otherwise work with the hand or hands (handling)	070600B003	3 2 1 N	_____	_____
18. Pick, pinch, or otherwise work with the fingers (fingering)	070600B004	3 2 1 N	_____	_____
19. Perceive size, shape, temperature, or texture of objects and materials by using fingertips (feeling)	070600B005	3 2 1 N	_____	_____
20. Ability to work inside	070600B006	3 2 1 N	_____	_____
21. Perceive pertinent detail in objects in pictorial or graphic material (P-form perception)	070600C001	3 2 1 N	_____	_____
22. Make visual comparisons and discriminations and see slight differences (P-form perception)	070600C002	3 2 1 N	_____	_____
23. Perceive pertinent detail in written or tabular materials (Q-clerical perception)	070600C003	3 2 1 N	_____	_____

SECRETARIAL/CLERICAL TECHNOLOGY
ACCESS SKILLS CHECKLIST

Student Name/ID _____ Sending School _____

Instructor _____ Date(s) Evaluated _____

Circle proper mastery code: 3 = MASTERY 2 = REQUIRES SUPERVISION
1 = NOT MASTERED N or blank = NO EXPOSURE

TASK DESCRIPTION	TASK ID #	MASTERY CODE	MASTERY DATE	RETRY CODE/DATE
24. Move the fingers and manipulate small objects with the fingers, rapidly or accurately (F-finger dexterity)	070600C004	3 2 1 N	_____	_____
25. Move the hands easily and skillfully (M-manual dexterity)	070600C005	3 2 1 N	_____	_____
26. Work with the hands in placing and turning motions (M-manual dexterity)	070600C006	3 2 1 N	_____	_____
27. Dealing with people beyond giving and receiving instructions	070600D001	3 2 1 N	_____	_____
28. Performing repetitive work, or performing continuously the same work, according to set procedures, sequences, or pace	070600D002	3 2 1 N	_____	_____
29. Demonstrate knowledge of basic safety concepts	070100E001	3 2 1 N	_____	_____

BOOKKEEPING AND ACCOUNTING
ACCESS SKILLS CHECKLIST

Student Name/ID _____ Sending School _____

Instructor _____ Date(s) Evaluated _____

Circle proper mastery code: 3 = MASTERY 2 = REQUIRES SUPERVISION
1 = NOT MASTERED N or blank = NO EXPOSURE

TASK DESCRIPTION	TASK ID #	MASTERY CODE	MASTERY DATE	RETRY CODE/DATE
1. Count two-place numbers	070100A001	3 2 1 N		
2. Add two-place numbers	070100A002	3 2 1 N		
3. Subtract two-place numbers	070100A003	3 2 1 N		
4. Use basic measuring instruments, i.e., rulers, scales	070100A004	3 2 1 N		
5. Multiply two-place numbers	070100A005	3 2 1 N		
6. Divide two-place numbers	070100A006	3 2 1 N		
7. Add common fractions	070100A007	3 2 1 N		
8. Subtract common fractions	070100A008	3 2 1 N		
9. Multiply common fractions	070100A009	3 2 1 N		
10. Divide common fractions	070100A010	3 2 1 N		
11. Add two-place decimals	070100A011	3 2 1 N		
12. Subtract two-place decimals	070100A012	3 2 1 N		
13. Multiply two-place decimals	070100A013	3 2 1 N		
14. Divide two-place decimals	070100A014	3 2 1 N		
15. Add discount, interest, and percentage	070100A015	3 2 1 N		
16. Subtract discount, interest, and percentage	070100A016	3 2 1 N		
17. Multiply discount, interest, and percentage	070100A017	3 2 1 N		
18. Divide discount, interest, and interest	070100A018	3 2 1 N		
19. Lift 10 lbs. maximum with occasional lifting and/or carrying of small articles, i.e., tools, ledgers (sedentary work)	070100B001	3 2 1 N		
20. Extend the hands and arms in any direction (reaching)	070100B002	3 2 1 N		
21. Seize, hold, grasp, turn, or otherwise work with the hand or hands (handling)	070100B003	3 2 1 N		
22. Pick, pinch, or otherwise work with the fingers (fingering)	070100B004	3 2 1 N		
23. Perceive size, shape, temperature, or texture of objects and materials by using fingertips (feeling)	070100B005	3 2 1 N		
24. Ability to work inside	070100B006	3 2 1 N		

BOOKKEEPING AND ACCOUNTING
ACCESS SKILLS CHECKLIST

Student Name/ID _____ Sending School _____

Instructor _____ Date(s) Evaluated _____

Circle proper mastery code: 3 = MASTERY 2 = REQUIRES SUPERVISION
1 = NOT MASTERED N or blank = NO EXPOSURE

TASK DESCRIPTION	TASK ID #	MASTERY CODE				MASTERY DATE	RETRY CODE/DATE
25. Perceive pertinent detail in objects in pictorial or graphic material (P-form perception)	070100C001	3	2	1	N	_____	_____
26. Make visual comparisons and discriminations and see slight differences (P-form perception)	070100C002	3	2	1	N	_____	_____
27. Perceive pertinent detail in written or tabular materials (Q-clerical perception)	070100C003	3	2	1	N	_____	_____
28. Move the hands easily and skillfully (M-manual dexterity)	070100C004	3	2	1	N	_____	_____
29. Work with the hands in placing and turning motions (M-manual dexterity)	070100C005	3	2	1	N	_____	_____
30. Performing repetitive work, or performing continuously the same work, according to set procedures, sequences, or pace	070100D001	3	2	1	N	_____	_____
30. Demonstrate knowledge of basic safety concepts	070100E001	3	2	1	N	_____	_____

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DATA ENTRY
ACCESS SKILLS CHECKLIST

Student Name/ID _____ Sending School _____

Instructor _____ Date(s) Evaluated _____

Circle proper mastery code: 3 = MASTERY 2 = REQUIRES SUPERVISION
1 = NOT MASTERED N or blank = NO EXPOSURE

TASK DESCRIPTION	TASK ID #	MASTERY CODE	MASTERY DATE	RETRY CODE/DATE
1. Count two-place numbers	070399A001	3 2 1 N	_____	_____
2. Add two-place numbers	070399A002	3 2 1 N	_____	_____
3. Subtract two-place numbers	070399A003	3 2 1 N	_____	_____
4. Multiply two-place numbers	070399A004	3 2 1 N	_____	_____
5. Divide two-place numbers	070300A005	3 2 1 N	_____	_____
6. Add common fractions	070399A006	3 2 1 N	_____	_____
7. Subtract common fractions	070399A007	3 2 1 N	_____	_____
8. Multiply common fractions	070399A008	3 2 1 N	_____	_____
9. Divide common fractions	070399A009	3 2 1 N	_____	_____
10. Add two-place decimals	070399A010	3 2 1 N	_____	_____
11. Subtract two-place decimals	070399A011	3 2 1 N	_____	_____
12. Multiply two-place decimals	070399A012	3 2 1 N	_____	_____
13. Divide two-place decimals	070399A013	3 2 1 N	_____	_____
14. Lift 10 lbs. maximum with occasional lifting and/or carrying of small articles, i.e., tools, ledgers (sedentary work)	070399B001	3 2 1 N	_____	_____
15. Extend the hands and arms in any direction (reaching)	070399B002	3 2 1 N	_____	_____
16. Seize, hold, grasp, turn, or otherwise work with the hand or hands (handling)	070399B003	3 2 1 N	_____	_____
17. Pick, pinch, or otherwise work with the fingers (fingering)	070399B004	3 2 1 N	_____	_____
18. Perceive size, shape, temperature, or texture of objects and materials by using fingertips (feeling)	070399B005	3 2 1 N	_____	_____
19. Ability to work inside	070399B006	3 2 1 N	_____	_____
20. Think visually of geometric forms (S-spatial)	070399C001	3 2 1 N	_____	_____
21. Comprehend the two dimensional representation of three-dimensional objects (S-spatial)	070399C002	3 2 1 N	_____	_____
22. Recognize the relationship resulting from the movements of objects in space (S-spatial)	070399C003	3 2 1 N	_____	_____
23. Perceive pertinent detail in objects in pictorial or graphic material (P-form perception)	070100C004	3 2 1 N	_____	_____

DATA ENTRY
ACCESS SKILLS CHECKLIST

Student Name/ID _____ Sending School _____

Instructor _____ Date(s) Evaluated _____

Circle proper mastery code: 3 = MASTERY 2 = REQUIRES SUPERVISION
1 = NOT MASTERED N or blank = NO EXPOSURE

TASK DESCRIPTION	TASK ID #	MASTERY CODE				MASTERY DATE	RETRY CODE/DATE
24. Make visual comparisons and discriminations and see slight differences (P-form perception)	070399C005	3	2	1	N	_____	_____
25. Perceive pertinent detail in written or tabular materials (Q-clerical perception)	070399C006	3	2	1	N	_____	_____
26. Coordinate eyes and hands or fingers rapidly and accurately (K-motor coordination)	070399C007	3	2	1	N	_____	_____
27. Make a movement response accurately and swiftly (K-motor coordination)	070100C008	3	2	1	N	_____	_____
28. Move the fingers and manipulate small objects with the fingers, rapidly or accurately (F-finger dexterity)	070100C009	3	2	1	N	_____	_____
29. Performing repetitive work, or performing continuously the same work, according to set procedures, sequences, or pace	070100D001	3	2	1	N	_____	_____
30. Situations requiring the precise attainment of set limits, tolerances, or standards	070100D002	3	2	1	N	_____	_____
31. Demonstrate knowledge of basic safety concepts	070100E001	3	2	1	N	_____	_____

20

BUSINESS & OFFICE VOCABULARY

ACCOUNTING	planning, keeping, analyzing, and interpreting financial records
ACCOUNTANT	one who plans, summarizes, analyzes, and interprets accounting information
ACCOUNTING RECORDS	orderly records of a business' financial activities
ABBREVIATION	a short way of writing a word, for example, M.D. stands for Medical Doctor
ADMINISTRATION	the control, direction, and management of a business or service
ASSET	anything of value that a business owns
BALANCE	when debits and credits are equal; when one is bigger than the other; the amount still due on an account
BOOKKEEPER	one who does general accounting work plus some summarizing and analyzing
BUDGET	a plan of adjusting expenses to meet the income for a certain period of time
BULK MAILING	a quantity of third-class mail that must be delivered to the post office in bundles, sorted by state and city
CREDIT	the acknowledgement of payment of a debt
CLERK, ACCOUNTING	one who records, sorts, and files accounting information
CORRESPONDENCE	an office employee who deals with the writing, receiving, answering, and filing of letters and other documents
GENERAL OFFICE	one who does general kinds of office tasks, including some accounting tasks
COMMISSIONS	monies paid to a person for his or her services; such monies are usually a percentage of the total amounts of a sale
COMPUTER	a data processor that can perform computations, including arithmetic or logic operations
CORPORATION	a body of persons granted a charter by a state legally recognizing it as a separate entity having its own rights, privileges, and liabilities distinct from those of its members

CORRESPONDENCE	the writing, receiving, and answering of letters
DATA BANK	a collection of facts stored in a computer and kept ready for use as may be necessary
DATA BASE	a collection of data fundamental to calculations used for scientific or management purposes; allows for the development of a data bank
DEBIT	what is owed, like a debt
DICTATE	to speak words which are recorded either by a person who writes them down, usually in shorthand, or by a machine such as a dictaphone, so that what has been said may be typewritten on paper
DUPLICATION	making more copies of a letter or other correspondence
ENCUMBRANCE	setting aside a certain amount of money to buy something at a later date
ENTRY	each item recorded in a journal
ESTIMATE	to make a judgment as to the likely cost, quantity, or extent of something
FILE	a collection of related records treated as a unit
FILING, ALPHABETICAL	the usual method of keeping files, in alphabetical order (A, B, C, etc.) of subjects
GEOGRAPHICAL	a method of filing papers according to the areas or places to which they relate; it is adopted especially where it is advisable to have customers of one country or city grouped together because they are visited by the same sales representatives
NUMERICAL	a method adopted when a very large number of files have to be kept, especially of persons such as patients in a hospital or customers of a large bank, many of whom will have the same name; each person is given a number which is recorded on a card index and the folders containing the papers relating to each person are filed in numerical order
SUBJECT	the method of filing usually adopted when the subject-matter of the paper is more important than the name of the person who wrote it or the place he/she wrote it from; all papers relating to one subject are kept together, and the subjects are then arranged in alphabetical order; some subjects may be divided into several sub-headings, each with its cover filed alphabetically under the subject

SPREADSHEET	a sheet or large form showing cash flow or income and expenses during a certain accounting period of time
STAFF BENEFITS	benefits for employees which are considered as part of indirect wages/salary; these could be in any form, but common benefits include paid vacation, sick leave, and medical insurance
TAX EXEMPTION	freedom from payment of taxes, usually allowed by law to non-profitmaking organizations working for the public good; such as charities, religious associations, clubs and societies
TIME SHEET	a printed form on which the hours worked by an employee are recorded for use in calculating his/her weekly wage
TRANSCRIBE	to write down what has been said by a speaker
TRAVEL AUTHORIZATION	a form authorizing employee travel with a certain designation, time period; and reimbursement of expenses when appropriate
VOUCHER	a type of receipt proving that money was spent
W-2 FORM	a document that all employers must give their employees which shows the dollar amounts of wages and other compensation paid to the employee, contributions to Social Security, federal taxes withheld, state taxes withheld, if any, and other tax related information
W-4 FORM	a document which must be completed by all employees which indicates withholding allowances for both federal and state taxes
WAGE	payments made to employees on an hourly basis; the federal and state governments have established minimum wages employers must pay employees
WORD PROCESSING	an automated process of storing and manipulating text data in an information system; data can be edited automatically, added, changed, or deleted, and printed on remote terminals in a variety of ways

FILING SYSTEM	any systematic arrangement for keeping letters and other papers in proper order so that they may be quickly found when needed for reference
GRAPHICS	photographs, illustrations, artwork, and printed material which are used to convey information
INVOICE	an itemized list of goods or services stating quantities, prices, fees, and shipping charges (i.e., a bill)
INVENTORY	an itemized list of all goods
JOURNAL	the record in which accounting information is recorded in chronological order
LEDGER	the bookkeeping book in which a record of debits, credits, and all money transactions are kept
LEDGER ACCOUNT	a record of the amount of money charged to an account and the amount paid on the account
PAYROLL	list of employees to be paid with the amount each has earned
PETTY CASH	money used to pay for items whose cost is too small to write a check, or for items that need to be purchased quickly
POSTING	transferring information from journal entries to ledger accounts
PRINT-OUT	processed data (information) from the output unit of a computer, presented in the form of readable printed matter on paper
PROOFREAD	to read the original manuscript for corrections
PROPRIETOR	the owner of a business
PUNCTUATION	the use of standard marks and signs in writing and printing to separate words into sentences, clauses, and phrases in order to clarify meaning
RECEIPT	a business form giving written acknowledgement for cash received
REQUISITION	a formal written order, request, or application to acquire goods or services
SALARY	payments made to employees on a weekly, biweekly, or monthly basis

SECRETARIAL/OFFICE TECHNOLOGY

Sample Occupational Areas:

Clerk, General
Clerk Typist
File Clerk II
Mail Clerk
Receptionist
Secretary

Introduction

These activities can be utilized for students interested in the Business and Office area. Even if they are not specifically interested in the secretarial field, these students need to be familiar with office technology, language, and equipment.

CAUTION: The ACCESS SKILLS: Vocational Readiness Inventory does not include the language requirements for an occupation. In other vocational areas, entry level positions do not necessarily require high levels of grammar, punctuation, and spelling skills. However, in the Secretarial/ Office Technology area, even entry level jobs require minimum levels in language usage. A student desiring to enter this occupational area should possess basic spelling skills, ability to use a dictionary, basic grammar skills, and reading skills. It is difficult to set a grade level for these skills, as students vary so much in resourcefulness and motivation. If in doubt about a student's language level, contact the business and office teacher and talk with him or her about the textbook reading level. Obtain a sample from the text as well as sample worksheets and allow the student to complete some of the beginning work for the class. Have the business and office teacher help you assess the student's potential for successful completion of the class and job marketability if certain exit level skills will not be mastered.

Math Skills

Count two-place numbers
Add two-place numbers
Subtract two-place numbers
Use basic measuring instruments, i.e., rulers, scales
Multiply two-place numbers
Divide two-place numbers
Add common fractions
Subtract common fractions
Multiply common fractions
Divide common fractions
Add two-place decimals
Subtract two-place decimals
Multiply two-place decimals
Divide two-place decimals

NOTE: Many math books and workbooks provide needed direction in learning basic operations in math. This section assumes that students have basic skills and is designed to be used in conjunction with any of the math books you might be using, or to establish your own supplemental units. Any math practice activities should be developed within the context of the vocational program. Other persons to use as resources in this area include: parents, math teacher, and business teacher.

1. Using a telephone book, student will develop a mailing list with 25 to 50 names.

2. Given worksheets from math workbooks, student will practice addition and subtraction of one and two place numbers using a calculator.

3. Given a tape measure, student will measure a space in the room and decide upon ordering the correct size desk, filing cabinet, or other office furniture from an office catalog.

4. Student will read a postage scale (usually available in the office).

5. Given practical problems in multiplying and dividing whole numbers related to office positions, student will be able to:

   a. figure the cost of two reams of copy paper at $14.49 per ream.
   b. figure center and margins for letters.
   c. write checks to different companies and add the total amount.

SUGGESTIONS FOR PARENTS:

1. Reinforce check writing skills.

2. Allow student to complete catalog order slips and/or phone calls at home when ordering something from a catalog.

3. Encourage student to use measuring tapes and other measuring devices.

Physical Demands/Working Environment

Lift 10 lbs. maximum with occasional lifting and/or carrying of small articles, i.e., tools, ledgers (sedentary work)
Extend the hands and arms in any direction (reaching)
Seize, hold, grasp, turn or otherwise work with the hand or hands (handling)
Pick, pinch, or otherwise work with the fingers (fingering)
Perceive size, shape, temperature or texture of objects and materials by using fingertips (feeling)
Ability to work inside

In most cases, the assessment of these skills will indicate that the student has the gross and fine motor skills which are prerequisites to learning the vocational skills in a Business and Office program. Prior to instruction in any physical demands activities, the student should have been evaluated and parents contacted to make sure that the student has no hidden physical problems that could be aggravated by lifting objects or by other physical activities done in this area. However, if the student has a physical disability or other limitation(s) preventing him/her from demonstrating fine and gross motor skills, then other techniques may be taught so he/she can perform in the vocational program. Other persons to use as resources in this area include: physical education teacher, business and office teacher, special education teacher, and parents.

1. Given reams of paper, or another object weighing 10 pounds, student will be able to lift and carry it at least 10 feet.

2. Student will demonstrate the ability to insert paper correctly into a typewriter.

3. Student will demonstrate the ability to use a copy machine.

4. Student will demonstrate the accurate use of a paper cutter.

5. Given paper clips, student will pick them up one at a time and clip three sheets of paper together.

6. Given paper and scotch tape, student will be able to tape a torn piece of paper.

7. Student will discriminate between different weights and textures of typing paper.

If a student is unable to maintain consistent, quality work in an indoor environment, it is likely that he/she would need further career exploration, as office positions would require working inside.

SUGGESTIONS FOR PARENTS:

1. Have parents help determine student's range of dexterity skills by observing and reporting what activities their child performs well.

2. Obtain parental input in regards to student's ability to work in an indoor environment.

SECRETARIAL/OFFICE TECHNOLOGY

Aptitudes - Indicates an ability to:

perceive pertinent detail in objects in pictorial or graphic material (P-form perception)
make visual comparisons and discriminations and see slight differences (P-form perception)
perceive pertinent detail in written or tabular materials (Q-clerical perception)
move the fingers and manipulate small objects with the fingers, rapidly or accurately (F-finger dexterity)
move the hands easily and skillfully (M-manual dexterity)
work with the hands in placing and turning motions (M-manual dexterity)

Other persons to use as resources in this area include: parents, business teacher, industrial arts teacher, and counselor (aptitude test scores).

1. Student will compare different materials and correct errors:

   a. alphabetical filing of 3 x 5 cards with several out of order.
   b. numerical filing of 3 x 5 cards with several out of order.
   c. comparing letter with errors to a correct copy.
   d. comparing lists of names when several names are missing on one list.
   e. describing a picture (orally or in writing).

2. Student will locate specified equipment or supplies in an office catalog.

3. Student will identify the meaning of the ten most commonly used proof-reader symbols. (See Worksheet B&O #1.)

4. Student will find zip codes for different cities and states.

5. Student will demonstrate dexterity skills by:

   a. typing address on envelope.
   b. answering the telephone.
   c. using the copy machine.
   d. folding letter and inserting it into an envelope.

6. Given sample invoices, student will identify the terms found on them and their meanings.

SUGGESTIONS FOR PARENTS:

1. Encourage student to type letters and papers at home.

Temperament - Indicates an ability to adapt to:

dealing with people beyond giving and receiving instructions
performing repetitive work, or to performing continuously the same work, according to set procedures, sequences, or pace

Other persons to use as resources in this area include: observations from parents and all other teachers of the student, and employer, if applicable.

1. Student will identify the components of making a good impression (appearance, behavior, body language, attitude, proper voice control, greetings).

2. Student will role play situations:

   a. dealing with a customer request.
   b. greeting people coming for a meeting.
   c. dealing with an irate person.
   d. calling a copy machine repairperson.
   e. being evaluated by a supervisor.
   f. placing an order for office supplies.

3. Student will type names and addresses from a telephone book (25-50).

4. Student will practice typing exercises, for up to 30 minutes. (An instructional module on typing can be found in the back of this book.)

5. Using an organizational chart, such as from the Department of Elementary and Secondary Education or your own school, develop a mail sorting task by putting names and/or departments on envelopes. Student will sort the mail into appropriate mail slots.

6. Student will locate telephone numbers for local businesses.

SUGGESTIONS FOR PARENTS:

1. Obtain parental feedback on student's ability to follow directions, work independently, and show initiative.

WORKSHEET

PROOFREADER'S MARKS

ℓ or γ means delete or take out.

Tom went to the (a) store. ℓ

⌒ means to close up, print as one word.

Tom went to the st ore.

^ means to insert something.

to
Tom went ^ the store.

ɾɾ or tr means to transpose, or change the order of, the letters.

Tom went to the stoer. tr

means to put in a space or separate.

Tom went to the store. #

¶ means to begin a new paragraph.

¶ Tom went to the store.

◯ means to spell the word out.

Tom went to the store to get 5 (lbs.) of sugar.
pounds

≡ means to capitalize a letter

tom went to the store.
≡

/ means to use lower case (small letters).

Tom went to the Store. /

⊙ means to put in a period.

Tom went to the store ⊙

Vocational

Demonstrate knowledge of basic safety concepts

Other persons to use as resources in this area include: all other teachers of the student and parents.

1. After demonstration, student will show that he/she can lift a box using the proper body mechanics.

2. Divide students into small groups, or as a group brainstorm safety hazards possible in an office setting such as:

   a. leaving machines on at night.
   b. not locking up at night.
   c. reporting frayed wires, etc. (overloaded circuits).
   d. being aware and reporting machine breakdowns.
   e. care of equipment; moving machinery.
   f. wastecans.
   g. danger of wearing jewelry.

3. After stating all safety hazards, have small groups of students report on the proper method of reporting:

   a. a fire.
   b. a person who has fainted.

4. Student will role play steps for closing up the office at the end of the day.

SUGGESTIONS FOR PARENTS:

1. Ensure that student knows how to handle different emergencies, such as a fire, being locked out of the house, harassing phone calls, and/or calling the police or hospital.

BOOKKEEPING/ACCOUNTING/PAYROLL

Sample Occupational Areas:

Audit Clerk
Bookkeeper I
General Ledger Bookkeeper
Payroll Clerk

Introduction

These activities can be utilized for students interested in the Business and Office area, even if they are not specifically interested in bookkeeping, accounting, or payroll.

A student entering this area should possess a sound foundation in basic math skills, be able to write numerals within the confines of a small box on a ledger sheet, and be willing to learn to use a computer, as most accounting procedures use spreadsheets and databases in addition to paper and pencil ledgers.

BOOKKEEPING/ACCOUNTING/PAYROLL

Math Skills

Count two-place numbers
Add two-place numbers
Subtract two-place numbers
Use basic measuring instruments, i.e., rulers, scales
Multiply two-place numbers
Divide two-place numbers
Add common fractions
Subtract common fractions
Multiply common fractions
Divide common fractions
Add two-place decimals
Subtract two-place decimals
Multiply two-place decimals
Divide two-place decimals
Add discount, interest and percentage
Subtract discount, interest and percentage
Multiply discount, interest and percentage
Divide discount, interest and percentage

NOTE: Many math books and workbooks provide needed direction in learning basic operations in math. This section assumes that students have basic skills and is designed to be used in conjunction with any of the math books you might be using, or to establish your own supplemental units. Any math practice activities should be developed within the context of the vocational program. Other persons to use as resources in this area include: parents, math teacher, and business teacher.

All of the activities for Secretarial/Office Technology are applicable to this job field with the addition of the following activities.

1. Using an inventory list, student will check and/or update the list in order to determine quantities of supplies on hand and quantities needed.

2. Given sample sales slips with all sales under one dollar, student will accurately total each sales slip. (See Worksheet B/A/P #1.)

3. Given a calculator, student will check sales slips for accuracy.

4. Given a total amount greater than the amount on the sales slips in Activity 3, student will subtract the total of Activity 3 from a total amount given.

5. Given a cash drawer count, student will for each demonstration multiply the count times the value of each denomination. (See Worksheet B/A/P #2.)

6. Given a ruler, student will accurately draw a ledger to match given dimensions, such as: total size of ledger boarder equals 8 inches high, 14 inches long, with debit and credit columns each equaling 8 inches high and 2 1/2 inches long.

7. Given sample guest checks (see Worksheet B/A/P #3), student will accurately add the amounts of money, placing the decimal point in the correct location.

8. Given sample guest checks, student will accurately multiply the number of items requested by the amount each for a total amount.

SUGGESTIONS FOR PARENTS:

1. Allow and encourage student to use money for adding, subtracting, multiplying, and dividing.

2. Allow student to use a calculator whenever possible.

Physical Demands/Working Environment

Lift 10 lbs. maximum with occasional lifting and/or carrying of small articles, i.e., tools, ledgers (sedentary work)
Extend the hands and arms in any direction (reaching)
Seize, hold, grasp, turn or otherwise work with the hand or hands (handling)
Pick, pinch, or otherwise work with the fingers (fingering)
Perceive size, shape, temperature or texture of objects and materials by using fingertips (feeling)
Ability to work inside

In most cases, the assessment of these skills will indicate that the student has the gross and fine motor skills which are prerequisites to learning the vocational skills in a Business and Office program. Prior to instruction in any Physical Demands activities, the student should have been evaluated and parents contacted to make sure that the student has no hidden physical problems that could be aggravated by lifting objects or by other physical activities done in this area. However, if the student has a physical disability or other limitation(s) preventing him/her from demonstrating fine and gross motor skills, then other techniques may be taught so he/she can perform in the vocational program. Other persons to use as resources in this area include: physical education teacher, business and office teacher, special education teacher, and parents.

1. Student will lift objects and pass them to you from a sitting position. For example, pass a large ledger to a person at an adjoining desk.

2. Given a box with sectional areas for various objects a bookkeeper might need (ledger, pencils, sharpener, paper clips, etc.), student will arrange objects in a specific order to improve handling of small objects. Then student will carry the box to a given location in another part of the building.

3. Student will put up a bulletin board regarding information on bookkeeping/accounting duties. Student will have to reach as well as use scissors, stapler, thumbtacks, etc. The student might also use different textures of paper or materials on the bulletin board.

4. Discuss the work environment of a bookkeeper/accountant. Student will describe 3-5 pros and cons to their inside work environment.

SUGGESTIONS FOR PARENTS:

1. Have parents help determine student's range of dexterity skills by observing and reporting what activities he/she performs well.

2. Obtain parental input regarding to student's ability to work in an indoor environment.

BOOKKEEPING/ACCOUNTING/PAYROLL

Aptitudes - indicates an ability to:

perceive pertinent detail in objects in pictorial or graphic material (P-form perception)
make visual comparisons and discriminations and see slight differences (P-form perception)
perceive pertinent detail in written or tabular materials (Q-clerical perception)
move the hands easily and skillfully (M-manual dexterity)
work with the hands in placing and turning motions (M-manual dexterity)

Other persons to use as resources in this area include: parents, business teacher, industrial arts teacher, and counselor (aptitude test scores).

1. Given a number of stock cards (see Worksheet B/A/P #4) for inventory, student will accurately transfer each number and word on 18 out of 20 cards.

2. Given a graph of the percentage of annual income spent on overhead for a company, student will accurately describe which parts of overhead (heat, rent, water, etc.) cost the most. Then ask student to tell which gets second most, third most, and so forth. (See Worksheet B/A/P #5.)

3. Given 3-5 minutes, student will accurately detect slight differences in two ledgers containing 10 or fewer errors.

4. Given a sample ledger form, student will quickly and accurately transfer information from one monthly statement of account to a new one and add on the new charges.

5. Given a business catalog, student will accurately and quickly turn pages to locate and point to objects identified by the instructor for possible purchase consideration. The student will accurately write down the catalog number and price of each item in consideration once it is found.

SUGGESTIONS FOR PARENTS:

1. Encourage student to interpret graphs found in newspapers and magazines.

2. Allow student to order from a catalog when ordering items at home.

BOOKKEEPING/ACCOUNTING/PAYROLL

Temperament - indicates an ability to adapt to:

performing repetitive work, or to performing continuously the same work, according to set procedures, sequences, or pace
situations requiring the precise attainment of set limits, tolerances, or standards

Other persons to use as resources in this area include: observations from parents and all other teachers of the student, and employer, if applicable.

1. Given 25 checks to deposit in a checking or savings account, student will accurately complete bank statements. Student will do this for up to 15 accounts at one time (in one setting/class period).

2. Given a telephone book from a large city, student will accurately identify with names and phone numbers at least 20-25 accounting firms.

3. Discuss with student why the precise attainment of set limits, tolerances, or standards is important. Student will list examples of when and why this might be so in accounting (for example, accuracy of records, need to know exact amounts when figuring taxes, in order to show profits, etc.).

SUGGESTIONS FOR PARENTS:

1. Obtain parental reports on student's ability to perform high quality work on tasks assigned at home.

2. Encourage student to complete his/her own income tax forms.

Vocational

Demonstrate knowledge of basic safety concepts

Other persons to use as resources in this area include: parents and all other teachers of the student.

1. Following discussion of safety and introduction to basic office equipment, student will accurately list ten potential safety problems in an office setting (electrical cords extended across floors, overuse of outlets, heavy equipment positioned so as to have to be moved frequently--thus causing back injuries, etc.).

2. Given role play situations of possible safety problems which might occur in an office, student will quickly and accurately assess and handle the situation. (For example, a co-worker gets shocked using the computer--the student would: turn off power to the computer.)

3. Given a demonstration on proper posture for an office worker, student will demonstrate accurate sitting, standing, stooping, and lifting procedures 90% of the time.

4. Following discussion regarding personal safety, student will accurately describe in detail and role play appropriate procedures to use in case of a robbery.

SUGGESTIONS FOR PARENTS:

1. Allow student to check all electrical wiring in the home for frayed wires.

2. Ensure that student knows what to do in case of an emergency at home.

3. Remind student of good posture habits.

WORKSHEET

SAMPLE SALES SLIPS

1.

Sales Slip #	Amount
01	66
02	54
03	55
04	63
05	54
06	62
07	65
08	59
$	

2.

Sales Slip #	Amount
09	14
10	25
11	36
12	54
13	44
14	55
15	99
16	26
$	

3.

Sales Slip #	Amount
17	04
18	61
19	50
20	66
21	05
22	06
23	04
24	56
$	

4.

Sales Slip #	Amount
25	10
26	02
27	06
28	92
29	26
30	34
31	20
32	63
$	

WORKSHEET

CASH DRAWER COUNT DATE: _____			
DENOMINATION		COUNT	AMOUNT
COINS			
Pennies	_____	901	
Nickels	_____	628	
Dimes	_____	342	
Quarters	_____	503	
BILLS			
$1	_____	731	
$2	_____	22	
$5	_____	298	
$10	_____	410	
$20	_____	809	
$50	_____	21	
$100	_____	2	
		TOTAL	

41

WORKSHEET

Date Jan. 24 19 38

M

No. 2

Reg. No. 2 Clerk 6 ACCOUNT FORWARDED

1	hamburger basket	2	95
2	grilled cheese		95
3	2 onion rings	1	95
4	2 root beers	1	10
5			
6			
7			
8			
9			
10			
11			
12			
13			
14	004131-20		
15			

Your account stated to date. If error is found return at once.

Date Feb. 6 19 38

M

No. 3

Reg. No. 4 Clerk 6 ACCOUNT FORWARDED

1	tenderloin	3	95
2	broiled chicken	3	50
3	T-bone steak	6	95
4	3 coffees	1	50
5	ice cream		60
6	cherry pie		95
7	peach cobbler		95
8			
9			
10			
11			
12			
13			
14	004131-19		
15			

Your account stated to date. If error is found return at once.

Date March 10 19 38

M

No. 1

Reg. No. 3 Clerk 6 ACCOUNT FORWARDED

1	spaghetti & meatballs	4	50
2	coke		65
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14	004131-18		
15			

Your account stated to date. If error is found return at once.

Date July 30 19 38

M

No. 3

Reg. No. 5 Clerk 6 ACCOUNT FORWARDED

1	hot dog		70
2	chili dog		90
3	hamburger with cheese	1	95
4	chocolate shake		85
5	milk		40
6	pepsi		65
7			
8			
9			
10			
11			
12			
13			
14	004131-21		
15			

Your account stated to date. If error is found return at once.

WORKSHEET

INVENTORY STOCK CARD

Deer's Department Store

ITEM: Ladies Purses
VENDOR: Amere's, Inc.
P.O. Box 323
Anywhere, USA 54321

DEPARTMENT: Accessories
MINIMUM BALANCE: 10
MAXIMUM BALANCE: 50
REORDER POINT: 25

DATE		RECEIVED	SOLD	BALANCE
Feb. 88	4			28
	15		7	21
	16		5	16
	17	44		60
	28		6	54
	29		8	46

INVENTORY STOCK CARD

Best Furniture

ITEM: #482 Sofas
VENDOR: Berlinger Corp.
P.O. Box 489
Anywhere, USA 54321

DEPARTMENT: Sofas
MINIMUM BALANCE: 4
MAXIMUM BALANCE: 10
REORDER POINT: 6

DATE		RECEIVED	SOLD	BALANCE
May 88	18			6
	22		3	3
	26		2	1
	28	9		10
	31		3	7
June 88	4		4	3

WORKSHEET

INVENTORY STOCK CARD

Deer's Department Store

ITEM: _____ DEPARTMENT: _____
VENDOR: _____ MINIMUM BALANCE: _____
_____ MAXIMUM BALANCE: _____
_____ REORDER POINT: _____

DATE	RECEIVED	SOLD	BALANCE

INVENTORY STOCK CARD

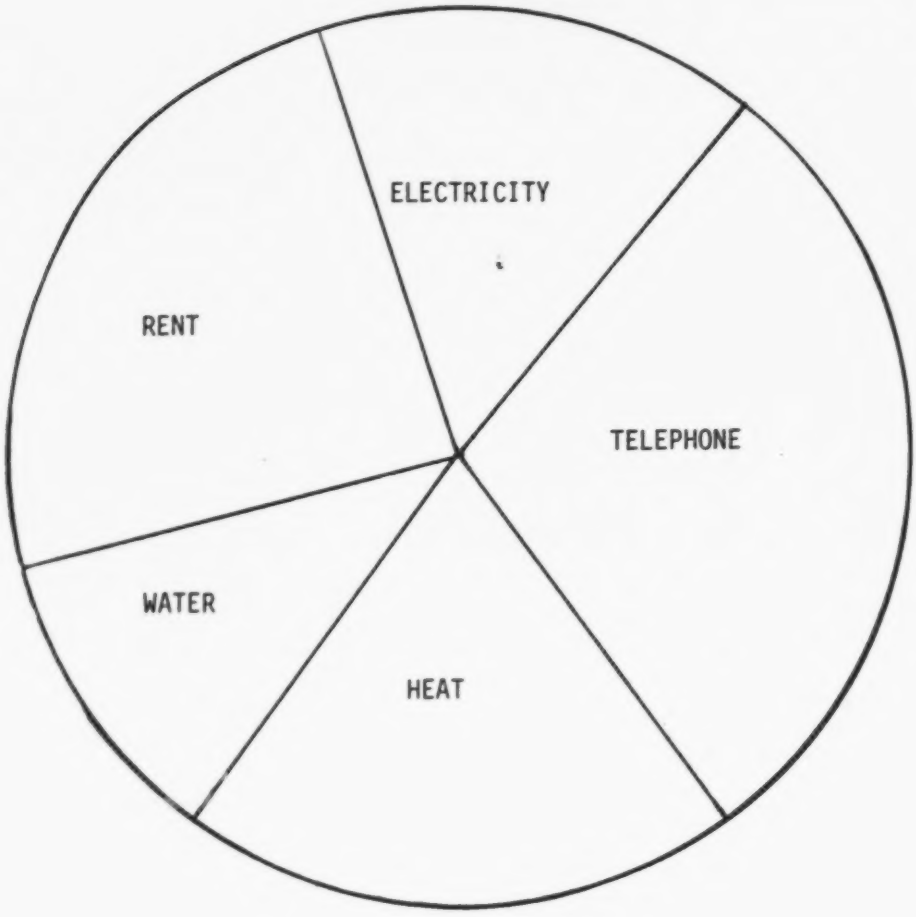
Best Furniture

ITEM: _____ DEPARTMENT: _____
VENDOR: _____ MINIMUM BALANCE: _____
_____ MAXIMUM BALANCE: _____
_____ REORDER POINT: _____

DATE	RECEIVED	SOLD	BALANCE

WORKSHEET

DETERMINING OVERHEAD COSTS



List each area, starting with the area that cost the most:

MOST COSTLY _____

_____

_____

_____

LEAST COSTLY _____

DATA ENTRY OPERATOR

Sample Occupational Areas:

Computer Operator
Keypunch Operator
Terminal Operator
Terminal System Operator

Introduction

These activities can be utilized for students interested in the Business and Office area, even if they are not specifically interested in the data entry operator field.

Students entering this field need to possess good dexterity skills as speed of typing (input) is vital. They also need good visual memory to transfer data (numbers, words) correctly from paper copies into the computer. In addition, students should be content with doing repetitive types of work, be able to sit for long periods of time, work independently, and be able to catch errors in transferring the data into the computer.

Math Skills

Count two-place numbers
Add two-place numbers
Subtract two-place numbers
Multiply two-place numbers
Divide two-place numbers
Add common fractions
Subtract common fractions
Multiply common fractions
Divide common fractions
Add two-place decimals
Subtract two-place decimals
Multiply two-place decimals
Divide two-place decimals

NOTE: Many math books and workbooks provide needed direction in learning basic operations in math. This guide assumes that students have basic skills and is designed to be used in conjunction with any of the math books you might be using, or to establish your own supplemental units. Any math practice activities should be developed within the context of the vocational program. Other persons to use as resources in this area include: parents, math teacher, and business teacher.

1. Given several boxes containing 10-15 pencils (diskettes, pens, etc.), student will accurately determine the number of pencils (diskettes, pens, etc.) in each.

2. Given the same boxes as in activity 1, student will accurately determine total number of pencils (diskettes, pens, etc.) for all the boxes.

3. Given the total number of diskettes in a box, student will subtract a given amount from each and determine the remainder left in each box.

4. Given an order form identifying items and their individual costs, student will accurately determine multiple or partial costs for each of 9 out of 10 items without assistance.

5. Given a one hour assignment, student will accurately determine how much time to use for each portion of the assignment by telling him/her that it will take five times as long to do a specified part versus another portion (i.e., 1/5 the time to do B versus A). Then add all parts to make sure it can be completed in one hour.

6. Given fractional parts of an hour, student will accurately add those fractions to determine the total time.

7. Given a situation, student will accurately multiply to determine the total. (For example: Student is told he/she had 1/3 of his/her 33 free hours on the computer left to use. The student decides to use 1/6 of the 11 hours today. How many hours will he/she use today? What fractional part of the total hours will he/she use today?)

SUGGESTIONS FOR PARENTS:

1. Encourage student to use math skills whenever possible.

2. Offer allowance based on hours or fractional hours worked on tasks at home. (You may have to put a ceiling on the maximum number of hours it should take to complete the task.)

DATA ENTRY OPERATOR

Physical Demands/Working Environment

Lift 10 lbs. maximum with occasional lifting and/or carrying of small articles, i.e., tools, ledgers (sedentary work)
Extend the hands and arms in any direction (reaching)
Seize, hold, grasp, turn or otherwise work with the hand or hands (handling)
Pick, pinch, or otherwise work with the fingers (fingering)
Perceive size, shape, temperature or texture of objects and materials by using fingertips (feeling)
Ability to work inside

In most cases, the assessment of these skills will indicate that the student has the gross and fine motor skills which are prerequisites to learning the vocational skills in a Business and Office program. Prior to instruction in any physical demands activities, the student should have been evaluated and parents contacted to make sure that the student has no hidden physical problems that could be aggravated by lifting objects or by other physical activities done in this area. However, if the student has a physical disability or other limitation(s) preventing him/her from demonstrating fine and gross motor skills, then other techniques may be taught so he/she can perform in the vocational program. Other persons to use as resources in this area include: physical education teacher, business and office teacher, special education teacher, and parents.

1. Student will arrange his/her work area so it is organized and efficient.

2. Student will carry items necessary to work at the computer and organize the work area.

3. Student will practice good sitting posture.

4. Student will be able to identify each number on a calculator or computer by touch.

SUGGESTIONS FOR PARENTS:

1. Ask parents to help determine student's ability to sit for long periods of time using good posture.

2. Encourage student to practice typing and transferring information accurately.

DATA ENTRY OPERATOR

Aptitudes - Indicates an ability to:

think visually of geometric forms (S-spatial)
comprehend the two dimensional representation of three-dimensional objects (S-spatial)
recognize the relationship resulting from the movements of objects in space (S-spatial)
perceive pertinent detail in objects in pictorial or graphic material (P-form perception)
make visual comparisons and discriminations and see slight differences (P-form perception)
perceive pertinent detail in written or tabular materials (Q-clerical perception)
coordinate eyes and hands or fingers rapidly and accurately (K-motor coordination)
make a movement response accurately and swiftly (K-motor coordination)
move the fingers and manipulate small objects with the fingers, rapidly or accurately (F-finger dexterity)

Other persons to use as resources in this area include: parents, business teacher, industrial arts teacher, and counselor (aptitude test scores).

1. Given geometric shapes, student will accurately label each.

2. Given directions of shapes to draw, student will draw an illustration without visual cues. (For example: The teacher says, "Place a circle in the middle of your page, place a square to the right of the circle and a triangle on the left of the circle," etc.)

3. Given two-dimensional pictures of a number of office machines, student will label the front, sides, back, and top of the machine.

4. Given practice following teacher demonstration, student will move objects on a computer program using the direction arrows on the keyboard with 90% accuracy.

5. Given pictures of various objects (computer disks, computers, office machines, etc.), student will identify detail in the objects (for example: circle the label on the disk, find the on/off switch on the computer, etc.)

6. Given pictures of objects, student will discriminate slight difference with no assistance.

7. Given a typewriter and a typing manual, student will type at least 30 wpm for five minutes with no more than 3-5 errors.

SUGGESTIONS FOR PARENTS:

1. Encourage student to practice typing and transferring data accurately.

2. Have student practice transferring information accurately, such as balancing a checkbook, transcribing information from one source to another, such as organizing a written grocery list into areas where the groceries are found in the store.

DATA ENTRY OPERATOR

Temperament - indicates an ability to adapt to:

performing repetitive work, or to performing continuously the same work, according to set procedures, sequences, or pace
situations requiring the precise attainment of set limits, tolerances, or standards

Other persons to use as resources in this area include: observations from parents and all other teachers of the student, and employer, if applicable.

1. Given information to enter on a calculator, student will accurately and rapidly enter the information.

2. Given information which has to be sequenced (such as a long list of 100-150 names--not in alphabetical order), student will enter the names on the computer (or on a typewriter) in alphabetical order.

3. Given data to type or enter on the computer, student will enter the work, proofread, correct errors, and print information with the appropriate number of copies in a given time frame.

SUGGESTIONS FOR PARENTS:

1. Obtain parental reports on student's ability to persist on repetitive tasks.

2. Require high quality work from student on all household chores. Have student repeat task until high quality is reached.

DATA ENTRY OPERATOR

Vocational

Demonstrate knowledge of basic safety concepts

Other persons to use as resources in this area include: parents and all other teachers of the student.

1. Following discussion of safety and introduction to basic office equipment, student will accurately list ten potential safety problems in an office setting (electrical cords extended across floors, overuse of outlets, heavy equipment positioned so as to have to be moved frequently--thus causing back injuries, etc.).

2. Given role play situations of possible safety problems which might occur in an office, student will quickly and accurately assess and handle the situation. (For example, a co-worker gets shocked using the computer, student would: turn off power to the computer.)

3. Given a demonstration on proper posture for an office worker, student will demonstrate accurate sitting, standing, stooping, and lifting procedures 90% of the time.

4. Following discussion regarding personal safety, student will accurately describe in detail and role play appropriate procedures to use in case of a robbery.

SUGGESTIONS FOR PARENTS:

1. Discuss emergency situations and reactions with student.

2. Teach and encourage safe work habits in the home.

3. Role model safety practices in the home.

INSTRUCTIONAL MODULE

VOCATIONAL AREA:
Business & Office

ACCESS SKILL: DEVELOP AN AWARENESS OF COMPUTERS AND THEIR FUNCTIONS IN THE COMMUNITY

TASK ANALYSIS STEPS: A-K

ACTIVITY	MATERIALS/RESOURCES
NOTICE FOR MODULE INSTRUCTION Use as many observations as possible. Experience should help make this abstraction as concrete as possible for the special needs student. Teachers must keep up-to-date in this area. Any materials listed now will be quickly outdated. For resources run an Eric Search: "Microcomputers and Special Needs Students." Teachers also need to be aware of the variety of programs, software that can be used by special needs students such as large print boards and screens, voice activated programs and finance programs for beginners.	
TASK A: Student will define the term "computer."	
1. Define word "computer." Have students discuss what they feel is involved in the concept of a computer before doing activities 2 and 3. 2. Expand definition to include functions as well as physical characteristics of computers. 3. Play a game: "It is -------." Each student contributes an idea after teacher or leader say, "It is -------." (Similar to "Simon Says.) Recorder writes all ideas on chalkboard. Class makes a composite definition.	Chalkboard, chalk
TASK B: Student will be able to identify computers in various types and sizes.	
1. Explain the different kinds of computers and the difference between main-line and microprocessor. 2. Have students go through magazines and other information to see how many types they can cut out. 3. List names of computers, such as IBM, Atari, Commodore, Apple, etc., they find in the above activity. 4. Make posters on a bulletin board.	Scissors, computer magazines and advertisements (contact salespersons for pictures)
TASK C: Student will study how long computers have been in use in the community.	
1. Guest speaker from one or more of the sales programs with demonstration would be interesting. 2. Student survey.	

ACTIVITY	MATERIALS/RESOURCES
TASK D: Student will be able to name places where computers are used in the community.	
1. Arrange with community business for two field trips (i.e., banks, schools, grocery stores, toy stores).	Field trip to banks, schools, stores, etc.
2. View video tape TV documentary programs of technological advances in the U.S.	
TASK E: Student will name reasons people use computers.	
1. Interview persons who use computers, in conjunction with or in addition to field trip listed in Task D1.	Films, if available from salespersons
TASK F: Student will learn advantages of using a computer.	
1. From interview, commercial advertisements and salespersons, help students develop lists and understand the following: a. Advantages to a business b. Advantages to a teacher c. Advantages to a homemaker	
TASK G: Student will be able to state reasons why some people may be hesitant to use a computer.	
1. Teacher will hold a class discussion of some problems associated with computer usage.	
TASK H: Student will be able to find ways computers have been used in their environment.	
1. Have students develop a display of the various ways computers have affected them directly.	Address labels, cash register receipt, bank statement
2. Class discussion and explanation of the materials brought in by students. (This activity serves as an ideal follow-up to a field trip.)	Toys and games, price labels
TASK I: Student will be able to list several ways in which computers affect them.	
1. Students will view a display of computerized teaching aids such as "Speak and Spell."	"Speak and Spell" and similar teaching aids, toys, and games
TASK J: Student will be able to list types of workers who use a computer in their job.	
1. Invite guest speakers from personnel departments of several businesses that hire specifically for computer usage to speak to the class.	
2. Make a mural depicting computer usage by various types of workers. For most classes cutting pictures and making a collage will be more appropriate.	

ACTIVITY	MATERIALS/RESOURCES
TASK K: Student will learn ways they may use a computer in their home or on the job of their choice.	
1. Student interviews computer salesperson. 2. Class formulates a list or poster of probable usage.	Poster board, markers

INSTRUCTIONAL MODULE

VOCATIONAL AREA: Business & Office

ACCESS SKILL: USE THE DICTIONARY

TASK ANALYSIS STEPS: A-J

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will identify a dictionary.	
1. Shown a magazine, a text book, a paperback book, an encyclopedia and a dictionary, the student will accurately identify the dictionary.	
2. When reading the newspaper or a magazine article, look up unfamiliar words when the student can see you. Point out how interesting it is to find out information given in the dictionary.	Look it Up! 101 Dictionary Activities to Develop Word Skills
TASK B: Student will put words in alphabetical order to the 1st letter.	
1. Given a list of 26 letters of the alphabet the student will accurately put all of the letters in alphabetical order by numbering them in the order in which they should be arranged. Follow-up: Ask student to alphabetize the items as they appear on the weekly shopping list. If more than one word begins with the same letter, circle words which will allow the student to order according to only the first letter.	Worksheet B1
2. Given a list of 26 words, the student will accurately place the words in alphabetical order by numbering the words according to the order in which they should be arranged.	Worksheet B2
3. Given a list of 14 words, the student will accurately mark the word that should come first in alphabetical order.	Worksheet B3
TASK C: Student will put words in alphabetical order to the 2nd letter.	
1. Teacher can show the student the two steps necessary to alphabetize words according to the first two letters in the word. Step 1: Find the words that begin with a (or whatever letter is first in the alphabet according to the list of words on hand). Put this word as first on the list of words in alphabetical order. Step 2: If you find two words beginning with the same first letter, circle the second letter, and decide which of these two letters comes first.	Worksheet C1
2. Given a list of 14 words, the student should accurately put the words in alphabetical order according to the first two letters. Follow-up: Continue with examples from putting letters in alphabetical order according to first letter,	

ACTIVITY	MATERIALS/RESOURCES
TASK C: CONTINUED	
but add to the list, having the student alphabetize when there are two or more words with the same first letter, and the student has to alphabetize according to the second letter.	
TASK D: Student will put words in alphabetical order to the 3rd letter.	
1. Using the skills taught in the previous two lessons, the student will accurately alphabetize a list of words where the first two letters may be the same, and the student will have to rely on the third letter to determine the word's place in alphabetical order.	Worksheet D1
TASK E: When letters are scrambled, student will tell what letter comes before each letter presented within 2 minutes.	
1. Given a list of 26 letters, the student will accurately tell which letter comes before each letter within 2 minutes.	Worksheet E1
TASK F: When letters are scrambled, student will tell what letter comes after each letter presented within 2 minutes.	
1. Given a list of 26 letters, the student will accurately tell which letter comes after each letter within a 2-minute interval.	Worksheet F1
TASK G: Student will accurately locate a given word in the dictionary.	
1. Explain to the student(s) that opening a dictionary to the approximate place where a word might be located takes practice, but saves much time. Explain to the student(s) how the dictionary is broken up into 3 (or 4 -- whichever you feel most comfortable with) parts. These parts are the a-g words, h-p words, and q-z words. (If using 4 parts to the dictionary, you would break it at a-d, d-m, m-s, and s-z). Given a list of 20 words or more, the student will accurately tell which part of the dictionary the words can be found (front -- a-g, middle -- h-p, or end -- q-z).	Worksheet G1
2. Given a list of words on index cards, the student will accurately place the words in the correct pocket to indicate whether the word comes in the front, middle, or end of the dictionary.	Worksheet G2
3. Ask students to write the words that are found in their dictionaries when given clues as to page number, column and word number in that column.	Worksheet G3

ACTIVITY	MATERIALS/RESOURCES
TASK H: Student will find correct spelling in the dictionary.	
1. Teacher should explain to the students that the dictionary is where we find the correct spelling of words. Given a sample page out of a dictionary, the student should locate the word on that page, and tell the correct spelling -- given a choice of three spellings.	Worksheet H1
2. Given a choice of two spellings, the student should be able to locate a word in the dictionary and tell the correct spelling of that word based on the spelling in the dictionary.	Worksheet H2
TASK I: Student will identify guide words on a dictionary page.	
1. Teacher should explain that guide words will help us to know what will be on a page. The first guide word on a page will be the first word on that page. The other guide word will be that last word on that page. Given samples of dictionary pages, the student will successfully identify the guide words on that page.	Worksheet I1
TASK J: Student will use guide words from a dictionary page.	
1. Given a list of words and a list of guide words, the student will accurately match the word with the guide words for the pages where the word would be found.	Worksheet J1
2. Given a list of guide words followed by a list of 3-4 words, the student will accurately tell which word would not be found on the page with those guide words.	Worksheet J2
3. On the board write a guide word pair from a classroom dictionary. Set a time limit and allow the students to list as many words as they can that they think would appear between those two guide words. (This can be done individually or as a group -- with points awarded if necessary).	
4. Given a list of words and a pair of guide words beside each word listed, the student should accurately mark the words that would be found under those guide word pairs.	Worksheet J4

Worksheet B1

Putting Letters in Alphabetical Order

EXAMPLE:

Put these letters in alphabetical order.

K M D E	1. _____	8. _____	15. _____	22. _____
G H L F	2. _____	9. _____	16. _____	23. _____
X T W A	3. _____	10. _____	17. _____	24. _____
U S I J	4. _____	11. _____	18. _____	25. _____
B R C N	5. _____	12. _____	19. _____	26. _____
O Q P V	6. _____	13. _____	20. _____	
Z Y	7. _____	14. _____	21. _____	

Worksheet B2

Place the words below in alphabetical order according to the first letter of each word.

waffle	kept	tear	monkey	gizzard	example
hammer	ant	quarter	yellow	forest	whistle
party	blossom	carry	zinc	navy	igloo
lumber	jewels	dear	safety	rent	organ

1. _____	3. _____	5. _____	7. _____
2. _____	4. _____	6. _____	8. _____

etc.

Worksheet B3

Decide which word in each pair below should come first in alphabetical order. Circle the word that should come first.

1.	candy	party	8.	afford	expense
2.	wedding	visit	9.	protect	defend
3.	come	happy	10.	house	apartment
4.	busy	jamboree	11.	car	horse
5.	summer	autumn	12.	top	bottom
6.	days	weeks	13.	umbrella	radius
7.	yellow	green	14.	polite	question

Worksheet C1

Put Words in Alphabetical Order to the 2nd Letter

Put the following words in alphabetical order according to the first and second letters.

sound

glove

positive

atom

apple

dates

super

goat

paper

deliver

handy

lengthen

business

helper

ladies

Worksheet D1

Alphabetize the lists of words below, looking at the first, second, and third letters in each word. Number the words in each column according to which comes first, second, third, fourth, and fifth.

weather	_____	saddle	_____
women	_____	sale	_____
wonder	_____	sail	_____
winter	_____	soon	_____
wait	_____	stuck	_____

Worksheet E1

Tell Which Letter Comes Before the Letter Given

_____ b	_____ i	_____ k	_____ u
_____ z	_____ p	_____ o	_____ x
_____ c	_____ q	_____ w	_____ y
_____ h	_____ v	_____ n	_____ d
_____ m	_____ r	_____ e	_____ a
_____ t	_____ f	_____ j	
_____ g	_____ l	_____ s	

Worksheet F1

Tell Which Letter Comes After the Letter Given

b _____	p _____	t _____	n _____
z _____	k _____	r _____	a _____
g _____	s _____	v _____	q _____
f _____	i _____	w _____	z _____
e _____	l _____	y _____	j _____
d _____	h _____	x _____	
c _____	m _____	u _____	

Worksheet G1

Accurately Locating a Given Word in the Dictionary

Tell in which part of the dictionary the following words can be found. Place an "F" beside the words that would be found in the front part of the dictionary, an "M" next to the words that would be found in the middle of the dictionary, and an "E" next to the words that would be found at the end of the dictionary.

1. barber _____
2. librarian _____
3. pilot _____
4. handicap _____
5. journal _____
6. umbrella _____
7. deliver _____
8. grape _____
9. quiz _____
10. radio _____

Worksheet G2

Place the following cards in the correct pocket to show whether the word would be found in the front, middle, or end of the dictionary.

Worksheet G3

Write the word found in your dictionary when I give you the following information:

Page	Column	Word #	What's the Word?
76	2	4	_____
48	1	12	_____
119	1	7	_____
208	2	6	_____
17	1	3	_____

Worksheet H1

Finding the Correct Spelling in the Dictionary

iologically active nitrogen-containing organic bases derived from plants, including nicotine, quinine, cocaine, atropine, and morphine.

al•ka•lo•sis (ăl'kə-lō'sĭs) *n.* Pathologically high alkali content in the blood and tissues.

al•kyd resin (ăl'kĭd). A widely used durable synthetic resin.

all (ôl) *adj.* 1. The total extent of: *all Christendom.* 2. The entire number or quantity of: *all men.* 3. The utmost of: *in all truth.* 4. Every: *all kinds.* 5. Any: *beyond all doubt.* 6. Nothing but: *all skin and bones.* —*pron.* Each and every one: *All were drowned.* —*n.* 1. Everything one has: *He gave his all.* 2. The whole number; totality. —*adv.* 1. Wholly: *all wrong.* 2. Each: *a score of five all.* 3. Exclusively: *The cake is all for him.* —**all but.** Nearly. [< OE *eall* < Gmc **allaz.*]

Al•lah (ăl'ə, ä'lə) *n.* The name of the Deity in Islam.

all-a•round. Variant of **all-round.**

al•lay (ə-lā') *v.* 1. To lessen; relieve. 2. To calm; pacify. [< OE *ālecgan.*] —**al•lay'er** *n.*

al•le•ga•tion (ăl'ĭ-gā'shən) *n.* 1. The act or result of alleging. 2. An assertion requiring substantiation.

al•lege (ə-lĕj') *v.* **-leged, -leging.** 1. To assert to be true; affirm. 2. To assert without proof. [< L *allēgāre,* to dispatch, cite.] —**al•leg'ed•ly** (-ĭd-lē) *adv.* —**al•leg'er** *n.*

Al•le•ghe•ny Mountains (ăl'ə-gā'nē). A section of the Appalachians extending from Pennsylvania to Virginia.

al•le•giance (ə-lē'jəns) *n.* 1. Loyalty owed to a nation, sovereign, or cause. 2. The obligations of a vassal to an overlord. [< OF *ligeance* < LIEGE.] —**al•le'giant** *adj.*

al•le•go•ry (ăl'ə-gôr'ē, -gōr'ē) *n., pl.* **-ries.** The symbolic embodiment of generalizations intended to reflect a given aspect of experience. [< Gk *allegorein,* "to speak in other terms."] —**al'le•gor'ic, al'le•gor'i•cal** *adj.*

al•le•gret•to (ăl'ə-grĕt'ō, ä'lə-) *adv. Mus.* Slower than allegro. —**al'le•gret'to** *adj.*

al•le•gro (ə-lĕg'rō, ə-lä'grō) *adv. Mus.* At a fast tempo. [It, "lively."] —**al•le'gro** *adj.*

al•lele (ə-lēl') *n.* Any of a group of possible mutational forms of a gene. —**al•le'lic** (ə-lē'lĭk, ə-lĕl'ĭk) *adj.*

al•le•lu•ia (ăl'ə-lōō'yə) *interj.* Expressive of praise to God or of thanksgiving.

Al•len•town (ăl'ən-toun'). A city of Pennsylvania. Pop. 108,000.

al•ler•gen (ăl'ər-jən) *n.* A substance that causes an allergy. —**al'ler•gen'ic** (-jĕn'ĭk) *adj.*

al•ler•gist (ăl'ər-jĭst) *n.* A physician specializing in allergies.

al•ler•gy (ăl'ər-jē) *n., pl.* **-gies.** 1. Hypersensitive or pathological reaction to environmental factors or substances in amounts that do not affect most people. 2. An adverse sentiment; dislike. [G *Allergie,* "altered reaction."] —**al•ler'gic** (ə-lûr'jĭk) *adj.*

al•le•vi•ate (ə-lē'vē-āt') *v.* **-ated, -ating.** To make more bearable. [LL *allevīāre,* to lighten.] —**al•le'vi•a'tion** *n.* —**al•le'vi•a'tor** *n.*

al•ley (ăl'ē) *n., pl.* **-leys.** 1. A narrow passageway between or behind buildings. 2. A bowling alley. —**up one's alley.** *Slang.* Compatible with one's interests or qualifications. [< OF *aler, lem* pp of *aler,* to go.]

al•li•ance (ə-lī'əns) *n.* 1. a. A pact of union or confederation between nations. b. The nations so conjoined. 2. A union, relationship, or connection by kinship, marriage, or common interest. 3. An affinity.

al•li•ga•tor (ăl'ə-gā'tər) *n.* 1. A large amphibious reptile with sharp teeth, powerful jaws, and a shorter snout than the related crocodiles. 2. Leather made from alligator hide. [< Span *el lagarto,* the lizard.]

alliga'tor pear. An avocado. [Folk etym, var of AVOCADO.]

al•lit•er•ate (ə-lĭt'ə-rāt') *v.* **-ated, -ating.** To form or arrange with alliteration.

al•lit•er•a•tion (ə-lĭt'ə-rā'shən) *n.* The occurrence of two or more words having the same initial sound, as *wailing in the winter wind.* [< AD- (TO) + LETTER.] —**al•lit'er•a'tive** *adj.*

allo-. *comb. form.* Divergence, opposition, or difference. [< Gk *allos,* other.]

al•lo•cate (ăl'ō-kāt', ăl'ə-) *v.* **-cated, -cating.** To allot; assign. [< ML *allocāre,* to place to.] —**al'lo•ca'tion** *n.*

al•lo•morph (ăl'ə-môrf') *n. Ling.* Any of the variant forms of a morpheme; for example, the phonetic *s* of *cats,* z of *dogs,* and *iz* of *horses* are allomorphs of the English morpheme *s.* —**al'lo•mor'phic** (-môr'fĭk) *adj.*

al•lo•nym (ăl'ə-nĭm') *n.* The name of one person assumed by another.

al•lo•phone (ăl'ə-fōn') *n. Ling.* Any of the variant forms of a phoneme; for example, the *p* of *pit* and the *p* of *spit* are allophones of the English phoneme *p.* —**al'lo•phon'ic** (-fŏn'ĭk) *adj.*

al•lot (ə-lŏt') *v.* **-lotted, -lotting.** 1. To distribute by lot. 2. To give or assign. —**al•lot'ment** *n.*

al•lo•tro•py (ə-lŏt'rə-pē) *n.* The existence of two or more crystalline or molecular structural forms of an element. —**al'lo•trope'** (ăl'ə-trōp') *n.* —**al'lo•trop'ic** (ăl'ə-trŏp'ĭk) *adj.*

all-out (ôl'out') *adj.* Wholehearted: *all-out effort.*

al•low (ə-lou') *v.* 1. To let happen; permit. 2. To acknowledge or admit. 3. To permit to have. 4. To make provision for. 5. To provide: *allow funds in case of emergency.* 6. To admit: *allow that to be true.* [< OF *allouer,* to permit, approve.] —**al•low'a•ble** *adj.*

al•low•ance (ə-lou'əns) *n.* 1. The act of allowing. 2. A regular provision of money, food, etc. 3. A price discount.

al•low•ed•ly (ə-lou'ĭd-lē) *adv.* By general admission; admittedly.

al•loy (ăl'oi', ə-loi') *n.* 1. A macroscopically homogeneous mixture or solid solution, usually of two or more metals. 2. Anything added that lowers value or purity. [< L *alligāre,* to bind to, ALLY.] —**al•loy'** (ə-loi', ăl'oi') *v.*

all right. 1. Satisfactory; average. 2. Correct. 3. Uninjured. 4. Very well; yes. 5. Without a doubt: *He's a fool, all right!*

all-round (ôl'round') *adj.* Also **all-a-round** (ôl'ə-round'). 1. Comprehensive in extent. 2. Versatile.

ă pat/ā ate/ar care/ä bar/b bib/ch chew/d ded/ĕ pet/ē be/f fit/g gag/h hat/hw what/ ĭ pit/ī pie/îr pier/j judge/k kick/l lid, fatal/m mum/n no, sudden/ng sing/ŏ pot/ō go/

Using the sample dictionary page above, decide which word below is the correct spelling for each entry word. Draw a circle around the correct spelling of each word.

1. alot allot
2. alout all out
3. alley aley
4. allowance allowence

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Worksheet H2

Locate the following words in your dictionary and give the correct spelling for each. Circle the word that is spelled correctly below.

opinion	opinyon	dictator	diktater
physical	fisical	heaven	heven
month	munth	happiness	hapines
benethe	beneath	charity	sharity
radius	radeus	clothes	cloeths
material	matereal	thred	thread
scissors	sizzors	mend	meand
pattern	patern	button	butten
machine	machene	mistake	misstake

Worksheet I1

Identify Guide Words on a Dictionary Page

sit-ter (sit'ər) *n.* **1.** One that sits, especially, a **baby-sitter** (*see*). **2.** A brooding hen.

Sit-ter (sit'ər), **Willem de.** 1872–1934. Dutch astronomer.

sit-ting (sit'ing) *n.* **1.** The act or position of one that sits. **2.** A period during which one is seated and occupied with a single activity, as posing for a portrait or reading a book. **3.** A term or session, as of a legislature or court. **4.** *a.* An incubation period. **b.** The number of eggs under a brooding bird.

Sit-ting Bull (sit'ing bŏol). 1834?–1890. American Indian leader; chief of the Dakota; leader in Sioux war (1876–77), at the battle of Little Bighorn, and in ghost-dance uprising (1890).

sitting duck. *Informal.* An easy target or victim.

sitting room. A small living room.

sit-u-ate (sich'ōō-āt') *tr.v.* **-ated, -ating, -ates.** **1.** To determine a site for; place in a certain spot or position; locate. **2.** To place under particular circumstances or in a given condition. —*adj.* (sich'ōō-ĭt, -āt'). *Archaic.* Situated. [Medieval Latin *situāre*, to put, place, from *situs*, place, site.]

sit-u-a-tion (sich'ōō-ā'shən) *n.* **1.** The place or position in which something is situated; location. **2.** A position or status with regard to conditions and attendant circumstances. **3.** A combination of circumstances at a given moment; state of affairs. **4.** A critical or problematic combination of circumstances. **5.** A position of employment; post. —See Synonyms at **state**. —**sit'u-a'tion-al** *adj.*

situation comedy. A humorous radio or television series in which the comedy arises from the interactions of a continuing cast of characters. Also called "sitcom."

si-tus (sī'təs) *n., pl.* **situs.** Position, especially, the normal position, as of a bodily organ. [Latin *situs*, place, site.]

Sit-well (sit'wəl). Family of English poets and critics; Dame **Edith** (1887–1964) and her brothers, Sir **Osbert** (1892–1969) and **Sacheverell** (born 1897).

sitz bath (sits). **1.** A tub in which one bathes in a sitting position. **2.** A bath taken in such a tub. [Partial translation of German *Sitzbad* : *Sitz*, a sitting, from Old High German *sizz*, from *sitzen*, to sit (see **sed-**[1] in Appendix*) + *Bad*, bath.]

Si-va. Variant of **Shiva**.

Si-van (sē'vän) *n.* Also **Si-wan.** The ninth month of the Hebrew year. See **calendar**. [Hebrew *Sīwān*, from Assyro-Babylonian *Simānu*, possibly related to Persian *Sefend*, an Iranian deity.]

Si-wa (sē'wə). Ancient name **Am-mo-ni-um** (ə-mō'nē-əm). An oasis north of the Libyan Desert of western Egypt.

Si-wa-lik Range (sē-wä'lĭk). The southernmost foothills of the Himalayas in south-central Asia, extending 1,050 miles from southwestern Kashmir in the west to southern Nepal in the east.

six (sĭks) *n.* The cardinal number written 6 or in Roman numerals VI. See **number**. —**at sixes and sevens.** In a state of confusion or disorder. [Middle English *six*, *sex*, Old English *siex*, *sex*. See **sweks** in Appendix*.] —**six** *adj.* & *pron.*

six-gun (sĭks'gŭn') *n.* A revolver, the **six-shooter** (*see*).

Six Nations. The **Five Nations** (*see*) of the Iroquois confederacy plus the Tuscarora tribe.

six-pack (sĭks'păk') *n.* Six units of a commodity; especially, six cans or bottles of a beverage sold in a pack.

six-pence (sĭk'spəns) *n. British.* **1.** A coin worth six pennies. **2.** The sum of six pennies.

six-pen-ny (sĭk'spə-nē; sĭks'pĕn'ē *for sense 3*) *adj.* **1.** Valued at, selling for, or worth sixpence. **2.** Of little worth; cheap; paltry. **3** Denoting a size of nails, generally two inches.

six-shoot-er (sĭks'shōō'tər) *n. Informal.* A six-chambered revolver. Also called "six-gun." "shooting iron."

six-teen (sĭk'stēn') *n.* The cardinal number written 16 or in Roman numerals XVI. See **number**. [Middle English *sixtene*, Old English *sixtīene* : SIX + -TEEN.] —**six'teen'** *adj.* & *pron.*

six-teen-mo (sĭk-stēn'mō) *n., pl.* **-mos.** **Sextodecimo** (*see*).

six-teenth (sĭk'stēnth') *n.* **1.** The ordinal number 16 in a series. Also written 16th. **2.** One of 16 equal parts. See **number**. —**six'teenth'** *adj.* & *adv.*

sixteenth note. *Music.* A note having $\frac{1}{16}$ the time value of a whole note. Also *chiefly British* "semiquaver."

sixth (sĭksth) *n.* **1.** The ordinal number six in a series. Also written 6th. **2.** One of six equal parts. See **number**. **3.** *Music.* **a.** An interval of six degrees in a diatonic scale. **b.** A tone separated by this interval from a given tone. **c.** The harmonic combination of two tones separated by this interval. **d.** The sixth tone of a scale; submediant. —**sixth** *adj.* & *adv.*

sixth sense. A power of perception seemingly independent of the five senses; intuition.

six-ti-eth (sĭk'stē-ĭth) *n.* **1.** The ordinal number 60 in a series. Also written 60th. **2.** One of 60 equal parts. See **number**. —**six'ti-eth** *adj.* & *adv.*

Six-tine. Variant of **Sistine**.

six-ty (sĭk'stē) *n.* The cardinal number written 60 or in Roman numerals LX. See **number**. —**six'ty** *adj.* & *pron.*

six-ty-fourth note (sĭk'stē-fôrth', -fōrth'). *Music.* A note having $\frac{1}{64}$ the time value of a whole note. Also *chiefly British* "hemidemisemiquaver."

six-ty-nine (sĭk'stē-nīn') *n.* **1.** The cardinal number written 69. **2.** *Vulgar Slang.* Simultaneous and mutual oral stimulation of genitalia by two members of the same or opposite sex. In this sense, also called "soixante-neuf."

siz-a-ble (sī'zə-bəl) *adj.* Also **size-a-ble.** Of considerable size; fairly large. —**siz'a-ble-ness** *n.* —**siz'a-bly** *adv.*

size[1] (sīz) *n.* **1.** The physical dimensions, proportions, magnitude, or extent of something. **2.** Any of a series of graduated categories of dimension whereby manufactured articles are classified. **3.** Considerable extent, amount, or dimensions. **4.** Moral or mental qualities, rank, or status with reference to relative importance or the capacity to meet certain requirements. **5.** Actual state of affairs; true situation. *That's about the size of the situation.* —*tr.v.* **sized, sizing, sizes.** **1.** To arrange, classify, or distribute according to size. **2.** To make, cut, or shape to a required size. —**size up.** **1.** To make an estimate, opinion, or judgment of. **2.** To meet certain specifications or requirements. [Middle English *sise*, fixed amount, assize, from Old French *size*, short for *assise*, assize.]

size[2] (sīz) *n.* Any of several gelatinous or glutinous substances usually made from glue, wax, or clay and used as a glaze or filler for porous materials such as paper, cloth, or wall surfaces. Also called "sizing." —*tr.v.* **sized, sizing, sizes.** To treat or coat with size or a similar substance. [Middle English *cyse*, *syse*, probably a specialized use of SIZE (dimension).] —**siz'y** *adj.*

sized (sīzd) *adj.* Having a particular or specified size. Often used in combination: *medium-sized*.

siz-ing (sī'zing) *n.* **1.** A glaze or filler, **size** (*see*). **2.** The treatment of a fabric or other surface with size.

siz-zle (sĭz'əl) *intr.v.* **-zled, -zling, -zles.** To make the hissing sound characteristic of frying fat. **2.** To seethe with anger or indignation. —*n.* A hissing sound. [Imitative.]

siz-zler (sĭz'lər) *n. Informal.* A very hot day.

S.J. Society of Jesus.

Sjael-land (shĕl'lən). *English* **Zea-land** (zē'lənd). The largest (2,709 square miles) of the islands of Denmark and site of Copenhagen, the country's capital and chief city.

S.J.D. Doctor of Juridical Science (Latin *Scientiae Juridicae Doctor*).

SJO Airport code for San José, Costa Rica.

SJU Airport code for San Juan, Puerto Rico.

sk. sack.

Ska-gen, Cape (skä'gən). The northern tip of Jutland, Denmark, at the junction of the Skagerrak and Kattegat.

Skag-er-rak (skăg'ə-răk'). An arm of the North Sea, about 80 miles wide, extending 150 miles between Norway and Jutland.

Skag-way (skăg'wā'). A town in southeastern Alaska, 80 miles north of Juneau, a point of departure for the Yukon gold fields in the late-19th-century Klondike gold rush.

skald (skôld, skald) *n.* Also **scald.** An ancient Scandinavian poet, bard. [Old Norse *skáld*. See **sekw-**[2] in Appendix*.] —**skald'ic** *adj.*

skat (skăt) *n.* **1.** A card game for three persons played with 32 cards, sevens through aces. **2.** One of the combinations of cards occurring in this game. [German *Skat*, from Italian *scarto*, a discard (said of cards), from *scartare*, to reject, discard : *s-*, negative prefix, from Latin *ex-*, out of + *carta*, card, from Latin *charta*, leaf of papyrus (see **card**).]

skate[1] (skāt) *n.* **1.** A shoe having a bladelike metal runner fixed to its sole, enabling the wearer to glide easily over ice. **2.** Such a runner having clamps and straps for attaching it to a shoe or boot. **3.** A **roller skate** (*see*). —*intr.v.* **skated, skating, skates.** To glide or move along on or as on skates. [Mistaken as singular of earlier *scates*, from Dutch *schaats*, a skate, from Old North French *escace*, stilt, from Frankish *skakkja* (unattested), from *skakan* (unattested), to run fast. See **seqeh-** (block).]

skate[2] (skāt) *n.* Any of various marine fishes of the family Rajidae, having a cartilaginous skeleton and a flattened body with the pectoral fins forming winglike lateral extensions. [Middle English *scate*, from Old Norse *skata*.]

skate[3] (skāt) *n.* A chap; fellow. [Perhaps variant of dialectal *skite*, contemptible person, probably from *skite*, to void excrement, Middle English *skyten*, from Old Norse *skita*. See **skeu-** in Appendix.*]

skat-er (skā'tər) *n.* **1.** One who skates. **2.** An insect, the **water strider** (*see*).

skat-ole (skăt'ōl') *n.* Also **skat-ol.** A white crystalline organic compound, C_9H_9N, having a strong fecal odor, found naturally in feces, beets, and coal tar, and used as a fixative in the manufacture of perfume. [Greek *skōr* (stem *skat-*), dung (see **skor-**[4] in Appendix*) + -OLE.]

skean (skēn) *n.* A type of double-edged dagger formerly used in Ireland and Scotland. [Irish Gaelic *scian*, *sgian*, from Old Irish *sciss*. See **skei-** in Appendix.*]

Skeat (skēt), **Walter William.** 1835–1912. English philologist.

Skee-na River (skē'nə). A river of British Columbia, rising in the northwest and flowing 360 miles to Hecate Strait.

skeet (skēt) *n.* A variety of trapshooting in which clay targets are thrown from traps to simulate birds in flight and are fired at from eight different stations by the shooter. [Ultimately from Old Norse *skjōta*, to shoot. See **skeud-** in Appendix.*]

skeg (skĕg) *n.* **1.** A timber that connects the keel and the sternpost of a ship. **2.** An arm extending to the rear of the keel to support the rudder and protect the propeller. **3.** A series of timbers attached to the stern of a small boat, serving as a keel to keep the boat on course. [Dutch *schegel(or)*, from Old Norse *skegg*, beard, projection. See **skak-** in Appendix.*]

skein (skān) *n.* **1.** A length of thread or yarn wound in a loose, elongated coil. **2.** Something like or suggestive of this: *a skein of hair*. **3.** A flock of geese or similar birds in flight. [Middle English *skeyne*, from Old French *escaigne*.]

skel-e-tal (skĕl'ə-təl) *adj.* Pertaining to, forming, or of the nature of a skeleton. —**skel'e-tal-ly** *adv.*

skel-e-ton (skĕl'ə-tən) *n.* **1.** *a.* The internal vertebrate structure composed of bone and cartilage that protects and supports the soft organs, tissues, and parts. **b.** The hard external supporting and protecting structure in many invertebrates and certain vertebrates, such as turtles; exoskeleton. **2.** Any supporting structure or framework. **3.** An outline or sketch. **4.** A very thin or emaciated person or animal. —*adj.* **1.** Of or resembling a

What are the guide words on this page? _____

and _____

What is the last word on this page? _____

What is the first word on this page? _____

BEST COPY AVAILABLE

Worksheet J1

Using Guide Words from a Dictionary Page

Match the word with the guide word pairs for the page where the word might be found.

a. neat	_____ 1.	hurry - janitor
b. want	_____ 2.	meat - member
c. helpful	_____ 3.	vengeance - weather
d. ignore	_____ 4.	mental - neighbor
e. medical	_____ 5.	car - danger
f. cattle	_____ 6.	hearing - hired

Worksheet J2

Circle the word which would not be found on the page with the following guide word pairs.

EAST - END	KEEN - KISS	WALLET - WINDOW
eat	kin	wanted
ever	kelp	winter
elf	king	weld
egg	kite	wind

Worksheet J4

Make an X next to the word which would be found on the page with the guide words next to it. Write an A if the word would come after the guide words given and make a B if the word would come before the guide word pairs.

a. _____	went	want - write
b. _____	felt	feed - fond
c. _____	nose	nail - noise
d. _____	beam	bean - bun
e. _____	rail	real - road

INSTRUCTIONAL MODULE

VOCATIONAL AREA: Business & Office

ACCESS SKILL: CAPITALIZATION, PUNCTUATION, GRAMMAR, AND SPELLING

TASK ANALYSIS STEPS: A-F

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will identify the rules of capitalization, punctuation, word usage, and grammar.	
1. Discuss the rules of capitalization. After each rule, have students give examples of that rule. Also give the students practice in capitalization. Check their answers in class.	Worksheets A1, A1a
2. Discuss the rules of punctuation. After each rule have students give examples of that rule. Also give the students practice in punctuation. Check their answers in class.	Worksheets A2, A2a
3. Discuss subject-verb agreement with the students. Put the following examples on the blackboard. Singular: I buy; You buy; He, She, It buys Plural: We buy; You buy; They buy Have the students note when using he, she or it an "s" is added onto the verb. Give the students practice in subject-verb agreement. Also put the following rules and examples on the blackboard: Singular subjects joined by and are plural and receive a plural verb. Mr. Smith and his wife are French. Singular subjects joined by or or nor are singular and require a singular verb. Neither mud nor snow stops a jeep. Have the students give other examples of these two rules.	Worksheet A3
4. Review using verbs correctly. Discuss the three forms of verbs: present, past, and past participle. Put the following examples on the board and have students use them in a sentence. Present: walk, look, return Past: walked, looked, returned Past Participle: have walked, have looked, have returned Give the students a copy of Worksheet A4. Have them keep the list in their notebook in case they need to refer to it at a later date.	Worksheet A4
5. Review the tricky verb pairs. Put the following on the blackboard: Lie - Lay Use lie when you mean to rest or recline. Use lay when you mean to put or place down. Sit - Set Use sit when you mean to rest or recline. Use set when you mean to put, place, or adjust.	Worksheet A5

ACTIVITY	MATERIALS/RESOURCES
TASK A: CONTINUED	
Raise - Rise Use raise when you mean to lift or collect something. Use rise when you mean to get up or move up. Give the students practice in using irregular verbs and the tenses of verbs.	
TASK B: Student will review commonly confused words and frequently misspelled words.	
1. Give the students a copy of the list of commonly confused words. As a group, have the students define the words orally, and use it in a sentence. Check to see if the students can spell these words. Any words missed should be studied. Have the students put the list in their notebooks for future reference.	Worksheet B1 Proofreading Precision
2. Give the students a copy of the 110 frequently misspelled words. Check to see if the students can spell these words. Any misspelled words should be studied. Have the students put the list in their notebooks for future reference.	Worksheet B2
TASK C: Student will proofread a selection to identify errors in punctuation and capitalization.	
1. Give the students a typed paragraph in which they have to identify errors in punctuation. Have them insert the proper punctuation or correct improper punctuation.	Worksheet C1 Proofreading Precision
2. Give the students a typed paragraph in which they must identify errors in capitalization. Have them circle words that should not be capitalized and place a capital letter over letters that should be capitalized.	Worksheet C2 Proofreading Precision
3. Using the newspapers or high interest/low vocabulary books, have the students develop paragraphs which have capitalization and punctuation errors in them. Have the students give their paragraphs to each other and locate the errors.	Newspapers, high interest/low vocabulary books
TASK D: Student will proofread a selection to identify grammatical errors.	
1. Have the students proofread typed paragraphs containing grammatical errors. They are to locate the errors and then correct them.	Worksheet D1
2. Divide the students into groups of two. (This activity can also be done on an individual or a group basis.) Give each group a typed paragraph that contains grammatical errors. Set a time limit. See which group finds the most errors in the time limit.	Typed paragraph containing grammatical errors
3. Have the students develop paragraphs containing grammatical errors using newspapers and/or high interest/low vocabulary books. Then give their paragraphs to each other and identify the errors.	Newspapers, high interest/low vocabulary books

ACTIVITY	MATERIALS/RESOURCES
TASK E: Student will proofread a selection to identify spelling errors.	
1. Have the students proofread typed paragraphs containing misspelled words by underlining them.	Worksheet E1
2. Using Worksheet D1, give the students sentences with one of the words misspelled in each sentence. Have them underline the misspelled words.	Worksheet D1
3. Using weekly spelling tests from their English classes, have students exchange their papers and locate the spelling errors.	
4. Divide the students into groups of two. Give each group a list of words, some correct and some misspelled. Set a time limit. Have the students find the misspelled words.	List of correct and misspelled words
TASK F: Student will proofread material and locate the errors.	
1. Obtain (or develop) timed writings from the typing teacher. Students locate the errors.	Timed writings
2. Allow the students to write a short paragraph with errors in it. Have them give it to other students to locate the errors.	Paper, pencils
3. Give each student an article from the local newspaper. Have the students proofread the articles for errors.	Newspaper articles

Worksheet A1

Capitalization Rules

1. Capitalize the names of persons.
2. Capitalize initials in a person's name.
3. Capitalize a title used with a person's name.
4. Capitalize a title of respect when it is used in place of a name.
5. Capitalize the word "I".
6. Capitalize the first word in a sentence or a quotation.
7. Capitalize the names of days of the week, months of the year, and holidays, but not the names of seasons.
8. Capitalize each important word in the names of particular places and things.
9. Capitalize the names of races, religions, nationalities, and languages.
10. Capitalize the names of clubs, organizations, and business firms.
11. Capitalize the first word and all important words in the title of a book, magazine, movie, television show, and song.
12. Do not capitalize north, south, east, and west when they mean simple directions.

Worksheet A1a

Capital Letters

Correct the capitalization in the following sentences by inserting capitals where they should be and by drawing a slanting line through capitals that should be in small letters.

1. The chamber of commerce of Iowa city urged the Ford motor company to locate an assembly plant in that City, which is on the Iowa river.
2. The Rotary club meets every Tuesday at noon at the Commander hotel on Franklin avenue.
3. Harvard is the oldest College in America, and Miami university at Oxford, Ohio, is the oldest college West of the Allegheny mountains.
4. Every High School in Sterling county permits Freshmen to play on varsity teams except McKinley Central high school in Cedar rapids.
5. Mr. Berger, who owns the Apex knitting company in Nashville, built a cottage on Sand island in Macomber lake near Hennessey state park.
6. After reading professor Smith's article in Parents magazine on "How to discipline children", my father became very strict, and mother was as puzzled by his behavior as we were.
7. Although I would have been a sophomore if I had returned to high school this fall, I am only a freshman at Gunner military academy, where I am taking English, General Science, and algebra over again.
8. Late in the middle ages england and France were engaged in the hundred years' war, which greatly affected the history of europe.
9. In ancient egypt, the King was believed to be a high God. This meant that He, like any god, was immortal.
10. At christmas time the trucks of the railway express company are kept busy delivering fruit sent by southerners to their friends in the North.

Worksheet A2

Punctuation Rules

Rules for Using End Punctuation

1. Use a period at the end of a sentence and at the end of a command or a polite request.
2. Use a question mark at the end of a question.
3. Use an exclamation mark at the end of a word or sentence that expresses strong feelings.

Rules for Using a Period

1. Use a period after an abbreviation.
2. Use a period after an initial.

Rules for Using a Comma

1. Use a comma to separate the name of a person spoken to in a sentence.
2. Use a comma after an introductory expression such as "yes", "no", or "oh".
3. Use a comma to separate items in a series.
4. Use a comma to separate the city from the state.
5. Use a comma to separate an address from the rest of the sentence.
6. Use a comma to separate the date from the year.
7. Use a comma to separate the exact words of a speaker from the rest of the sentence.
8. Use a comma to separate two nouns that refer to the same person or thing.
9. Use a comma to set off words that are out of their regular order or are interrupters.

Rules for Using Quotation Marks

1. Use quotation marks to set off the speaker's exact words from the rest of the sentence.
2. Use quotation marks to enclose titles of poems, stories, chapters of books, and titles of articles.

Rules for Using Apostrophes

1. Use an apostrophe in a contraction to replace the letters that are omitted.
2. Use an apostrophe before the "s" in the possessive form of a singular noun.
3. Use an apostrophe after the "s" in the possessive form of a plural noun ending in "s".
4. Use an apostrophe before the "s" in the possessive form of a plural noun not ending in "s".
5. Use an apostrophe and "s" to form the possessive plural of letters and numbers.

Rules for Using a Colon

1. Use a colon after the salutation of a business letter.
2. Use a colon in writing time, to separate hours from minutes.
3. Use a colon to introduce a list.

Worksheet A2a

Place punctuation marks wherever they are needed in the following sentences.

1. Harold R Tyson spoke at the 8 00 P M session
2. We bought a cocker spaniel in St Petersburg Florida
3. Men women and children crowded around the new car
4. Thomas Jefferson died on July 4 1826 at the age of 83
5. Yes I m sure it s time to go said Bill
6. Martha joined us for dinner at 141 Astor Avenue Northbrook Illinois
7. He poked his head through the door and said he was leaving
8. Mr Burkes store was robbed at 9 17 A M yesterday
9. Sam where did you put the catchers mask asked Joe
10. I asked Miss Jones and Mr Smith if they had Tom s report
11. Dr Bell his two sons and his brother work in an Akron Ohio clinic
12. Carla asked Julie do you have a postage stamp
13. Socks unpolished shoes a few old books a battered typewriter and scraps of paper littered the room
14. Mr and Mrs Ames have moved to St Louis Missouri
15. We grow corn wheat and beans but not oats

Worksheet A3

Read the sentences. Underline the verb that makes the sentence correct.

1. We (is, are) going to buy tickets for the show.
2. They (was, were) excited about going to New York.
3. Ronnie (has, have) bought a new truck.
4. Jim and Tom (wasn't, weren't) finished with their homework assignment.
5. Betty and Nancy (go, goes) shopping every Saturday morning.
6. My books (is, are) in the locker.
7. Mike (drive, drives) a car very well.
8. The truck (sell, sells) for $16,895.
9. The trees on the hillside (prevent, prevents) erosion.
10. Jerry and his brothers (plan, plans) to open a small garage.
11. The principal or his assistant (attend, attends) every game.
12. Each of the girls (spend, spends) too much time in front of the mirror.
13. Anyone of us (know, knows) how to rebuild a motor.
14. I (want, wants) either a sandwich or a milkshake.
15. How much (is, are) these radios?

Worksheet A4

Irregular Verbs

	Present	Past	Past Participle
1.	begin	began	have begun
2.	break	broke	have broken
3.	come	came	have come
4.	do	did	have done
5.	drink	drank	have drunk
6.	give	gave	have given
7.	go	went	have gone
8.	ride	rode	have ridden
9.	ring	rang	have rung
10.	run	ran	have run
11.	see	saw	have seen
12.	speak	spoke	have spoken
13.	swim	swam	have swum
14.	take	took	have taken
15.	throw	threw	have thrown
16.	write	wrote	have written

Worksheet A5

Using Verbs Correctly

Underline the correct verb that goes in the sentence.

1. It (took, taken) me a long time to do my homework.
2. Didn't you know that the telephone had (rang, rung)?
3. Bill has (wrote, written) three pages of his paper.
4. The large shade tree was (blew, blown) down during the storm.
5. We (ate, eaten) too much at lunch time.
6. The choir (sang, sung) at church last Sunday.
7. He always (drinks, dranks) a glass of milk at breakfast.
8. I tried to find the missing piece, but he had (threw, thrown) it away.
9. Mr. Smith (gave, given) us permission to go.
10. Tom always (sits, sets) in the back row.
11. The boat (lay, laid) on the beach all winter.
12. Pick up the paper when I (rise, raise) the desk.
13. The patients (lay, lie) in bed for several days after the operations.
14. Gasoline prices usually (rise, raise) in the summer.
15. For what time do you (sit, set) your alarm clock?

Worksheet B1

Commonly Confused Words

accept
except

addition
edition

advice
advise

affect
effect

all ready
already

among
between

anyone
any one

assistance
assistants

best
better

capital
capitol

confirm
conform

cooperation
corporation

correspondence
correspondents

currant
current

device
devise

farther
further

foreward
forward

formally
formerly

it's
its

later
latter

loose
lose
loss

may be
maybe

miner
minor

passed
past

personal
personnel

precede
proceed

principal
principle

quiet
quit
quite

some time
sometime
sometimes

to
too
two

their
there
they're

weather
whether

who's
whose

Worksheet B2

110 Frequently Misspelled Words

acceptable
accommodate
acknowledge
address
aluminum
analysis
analyze
announcement
anticipate
appropriate
approximately
article
beginning
believe
brochure
bureau
business
cancellation
cannot
capacity
children
committee
conference
congratulations
continuing
cooperate
convenience
convenient
decision
design
develop
developments
dividend
emergency
enclose
enclosing
enthusiasm
envelope
equipment
excellent
familiar
financial
foreign
forwarded
government
grateful
guarantee
hesitate
immediately
itinerary
knowledge
library
license
literature
maintenance
manager
merchandise
mortgage
occasion
offered
offering
opportunity
parallel
participate
particular
percent
permanent
planning
possibility
potential
practice
preparation
procedure
processing
proposal
quantity
questionnaire
receipt
receive
recommend
recommendation
referred
reference
representative
responsibility
responsible
safety
salary
separate
session
similar
situation
solution
special
specifications
submitted
substantial
succeed
sufficient
technical
temporary
toward
unfortunately
unique
university
usually
valuable
via
volume
worthwhile

Worksheet C1

Read the following paragraph. Insert or correct the end punctuation.

1 Have you ever walked along a sandy beach
2 in California. Wow What a sight! As you
3 watch the curling waves, something catches
4 your eyes? It is a white geyser--a tall
5 spout of water. Suddenly, a huge whale
6 humps for a dive! You see another whale
7 dive. More and more spouts appear

Read the following paragraph. Insert necessary periods and circle incorrect periods.

1 Mr Jones, our manager, is taking us on
2 a trip to Washington, D C. We are leaving
3 at 8:00 a m on Tues , May 12.
4 We will meet Miss. Jones, our tour
5 guide at the J F Kennedy Center.

Read the following paragraph. Insert commas, apostrophes, and colons. Circle any incorrect commas, apostrophes, or colons.

1 Diane works very hard, and Mr. Andrews her boss
2 compliments her often. She does the following
3 jobs filing typing and running errands.
4 She ll work late if asked and she always
5 gets to work 15 minutes early.

ANSWER KEY:

1. Line 2, question mark after California, exclamation mark after Wow
2. Line 4, period after eyes
3. Line 6, period after dive
4. Line 7, period after appear

1. Line 1, period after Mr
2. Line 2, period after D in Washington, D C.
3. Line 3, period after a and m in a m, period after Tues
4. Line 4, no period after Miss
5. Line 5, period after J and F

1. Line 1, comma after Mr. Andrews and boss
2. Line 2, colon after job
3. Line 3, comma after filing and typing
4. Line 4, apostrophe in she ll, comma after asked

Worksheet C2

Read the following paragraphs. Circle letters that should be capitalized and write the capital letter above a letter that should be capitalized.

1 Scotland yard warned wednesday by the
2 bloody Irish Republican army bomb attacks
3 that killed nine Soldiers in two London
4 Parks could be the start of a summer
5 campaign of terror in the Capital.

6 Attorney general William French Smith
7 rejected two bids by Lawyers for
8 john w. hinckley, jr. to have their
9 client plead guilty to lesser charges
10 and go to jail for shooting president
11 Reagan.

ANSWER KEY:

Line 1, Yard, Wednesday
Line 2, Army
Line 3, soldiers
Line 4, parks
Line 5, capital
Line 6, General
Line 7, lawyers
Line 8, John W. Hinckley, Jr.
Line 9, client
Line 10, President

Worksheet D1

Grammatical Errors

Draw a line through the incorrect words in the following sentences and write the correct word above the error.

1. The sugar cookies was freshly baked.
2. Julie, along with two of her friends, have been accepted into the class.
3. The cars and trucks was parked along the road.
4. Either the calculator or typewriter are to be moved.
5. The committee are asking people to support the candidate.
6. The staffs has their report completed.
7. Judy and Beth sings in the choir.
8. Both sides settles their dispute over wages.
9. He hire someone who is skilled and qualified for the job.
10. The business teachers meets next week.

ANSWER KEY:

1. was were
2. have has
3. was were
4. are is
5. are is
6. has have
7. sings sing
8. settles settle
9. hire hires
10. meets meet

Worksheet E1

Misspelled Words

Circle the misspelled words in the following paragraphs.

Most poeple who bicycle for fun take short trips. They climb on there bicycles and ride along countre roads or in parcks. Sum park roads are closed to cars. Only bicycles can be drivven on these roads.

What is skydiving like? After you leave the plain, you are on your own. Your instraments tell you how close you are too the ground. When you get down to 2,000 feet, you pull the ripcord. Then you floot.

ANSWER KEY:

Line 1, poeple (people)
Line 2, there (their)
Line 3, countre (country), parcks (parks)
Line 4, sum (some)
Line 5, drivven (driven)
Line 6
Line 7, plain (plane)
Line 8, instraments (instruments) too (to)
Line 9
Line 10, floot (float)

INSTRUCTIONAL MODULE

VOCATIONAL AREA:
Business & Office

ACCESS SKILL: TYPING

TASK ANALYSIS STEPS: A-F

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will accurately identify the basic typewriter parts and then operate them.	
1. Discuss with students the need to learn the basic parts of a typewriter (for example, can't operate typewriter without knowing parts).	
2. Activity: Students at individual desks with teacher assistance and book will accurately complete the following steps:	Worksheets A2, A2a
a. Student will be able to identify and locate on/off switch (electric controls motor power).	
b. Student will be able to identify and locate left platen knob (used to turn paper into machine).	
c. Student will be able to identify and locate line-space regulator (variable line spacer).	
d. Student will be able to identify and locate left margin stop (left lever used to block off side margin).	
e. Student will be able to identify and locate paper guide (blade against which paper is placed when paper is inserted).	
f. Student will be able to identify and locate paper table. Paper rests on this while being inserted into machine.	
g. Student will be able to identify and locate paper bail (holds paper against the platen).	
h. Student will be able to identify and locate paper bail rollers (rollers located on paper bail to hold paper securely against platen).	
i. Student will be able to identify and locate right platen knob (used to turn paper into the machine).	
j. Student will be able to identify and locate right margin stop (right lever used to block off side margin).	
k. Student will be able to identify and locate paper release level (loosens paper for straightening and removing).	
3. Review operation with students using Worksheet A3.	Worksheet A3
4. Test students using Worksheet A4.	Worksheet A4
5. Prepare a bulletin board using Worksheet A5 to help the students remember the machine parts.	Worksheet A5

ACTIVITY	MATERIALS/RESOURCES
TASK B: Student will be able to type the letters, numbers, and symbols and use the various machine parts by touch method.	
1. Discuss with students the need to learn the letters and symbols. (For example, you can't watch the keyboard and the material that you are typing at the same time.)	
2. Discuss with students the need to use the touch method. (For example, stroking the key is the correct way to strike a key.)	
3. Review with students the seven ways to stroke keys using the touch method with the aid of Worksheets B3a and B3b.	Worksheets B3a, B3b
4. Students at individual desks with teacher assistance and worksheets will accurately complete the following drills:	Worksheets B4a, B4b Paper, typewriter
a. Student will be able to type the numbers from the material using the touch method, without raising his/her eyes. Student will type Number and Symbol Review.	
b. Student will be able to type the symbols from the material using the touch method, without raising his/her eyes. Student will type Number and Symbol Review.	
c. Student will be able to type the letters from the material using the touch method, without raising his/her eyes. Student will type the drills from Worksheets B4a-e.	
TASK C: Student will understand the necessity for correcting errors.	
1. Student understands reasons for correcting errors. For example:	
a. Discuss the importance of proofreading material so that errors can be located and corrected.	
b. Discuss the importance of information being accurate and typed correctly.	
c. Discuss with student how an uncorrected error can be costly.	
2. Student understands purpose of neatness in correcting errors. For example:	
a. Discuss with students that when correcting an error that has been typed, it is to be done as neatly as possible.	
b. Discuss with students that a smear or a hole in a page is a sign that you do not take pride in the text that comes from your typewriter.	
3. Students at individual desks with teacher assistance and Worksheet C3, correction tape diagram, will accurately complete the following steps:	Worksheet C3

ACTIVITY	MATERIALS/RESOURCES
TASK C: CONTINUED	
a. Student will pick up correction tape with left hand (must be pre-positioned with correct side of tape facing typist);	
b. Place correction tape between ribbon and paper;	
c. Position tape over error;	
d. Backspace with right hand;	
e. Type error;	
f. Remove tape and lay it aside;	
g. Move left hand back to home row position;	
h. Backspace;	
i. Type correct letter.	
TASK D: Student will accurately complete the tabulation procedures.	
1. Discuss with student the need to learn how to tabulate and what tabulation is used for. (For example, to type tables and columns of numbers.)	
2. Activity: Student at individual desk with textbook, worksheet, and teacher assistance will correctly locate tab clear, tab set, and tab keys.	Worksheet D2
a. Using diagram (picture of typewriter) locate tab clear and tab set on left hand side of keyboard. The same key is used for tab set (upper portion of key) and tab clear (lower portion of key).	
b. Using the same diagram, locate tab key on left hand side of keyboard (slightly above and next to the tab clear and tab set key).	
3. Discuss with students the functions of the tab clear, tab set, and tab keys.	
a. Student understands tab clear procedures. Tab clear is used to remove tab stops one at a time or all tabs.	
b. Student understands tab set procedures. Tab set is used to position tab stops.	
c. Student understands tab procedures. The tab key moves the carrier freely to pre-set points.	
4. Activity: Teacher will explain the tab clear process and have the student perform this function.	
a. Student will clear all previous tab stops;	
b. Move carrier to extreme left;	
c. Depress tab clear key and holds it down while returning the carrier all the way to the right to remove all tab stops;	

ACTIVITY	MATERIALS/RESOURCES
TASK D: CONTINUED	
d. Depress tab key to be sure that all stops have been removed;	
e. Bring carrier back to the extreme left and then presses tab key until the carrier has stopped at the extreme right.	
5. Activity: Student will locate the space bar using diagram (Worksheet D2). Teacher will discuss and demonstrate its function.	Worksheet D2
a. Student locates space bar on diagram.	
b. Student understands purpose of space bar (depress to space after typing a letter or word).	
6. Activity: Teacher will explain step-by-step as the student performs the following functions:	
a. Student sets tab stop for five spaces.	
Carrier should be at extreme left. Depress the space bar five times and stop, then depress the tab set key.	
b. Student checks to be sure tab is set correctly.	
Depress the return key, then depress the tab key. The carrier should stop at the pre-set position (five spaces in from the extreme left).	
c. Discuss with student procedure for setting a tab to be sure it is understood.	
d. Student will type tabulating procedure drill correctly using Worksheet D6a.	Worksheet D6a
Student will follow above steps to correctly type tabulating practice drill using Worksheet D6b.	Worksheet D6b
TASK E: Student will accurately complete the horizontal centering process.	
1. Discuss with students the need to learn how to center material horizontally when typing. Give examples of material that is centered, such as programs, tickets, announcements, etc.	
2. Discuss and demonstrate to students how to locate the center of the sheet of typing paper.	
3. Activity: Student at individual desk will correctly locate the center of a sheet of typing paper. (Demonstrate along with student.)	
a. Student will fold paper lengthwise (long way) in half.	
b. Student will open paper and insert it into typewriter.	
c. Using the space bar, student will space over from left edge of paper until carrier comes to the fold line.	
d. Student will determine the center of the paper.	

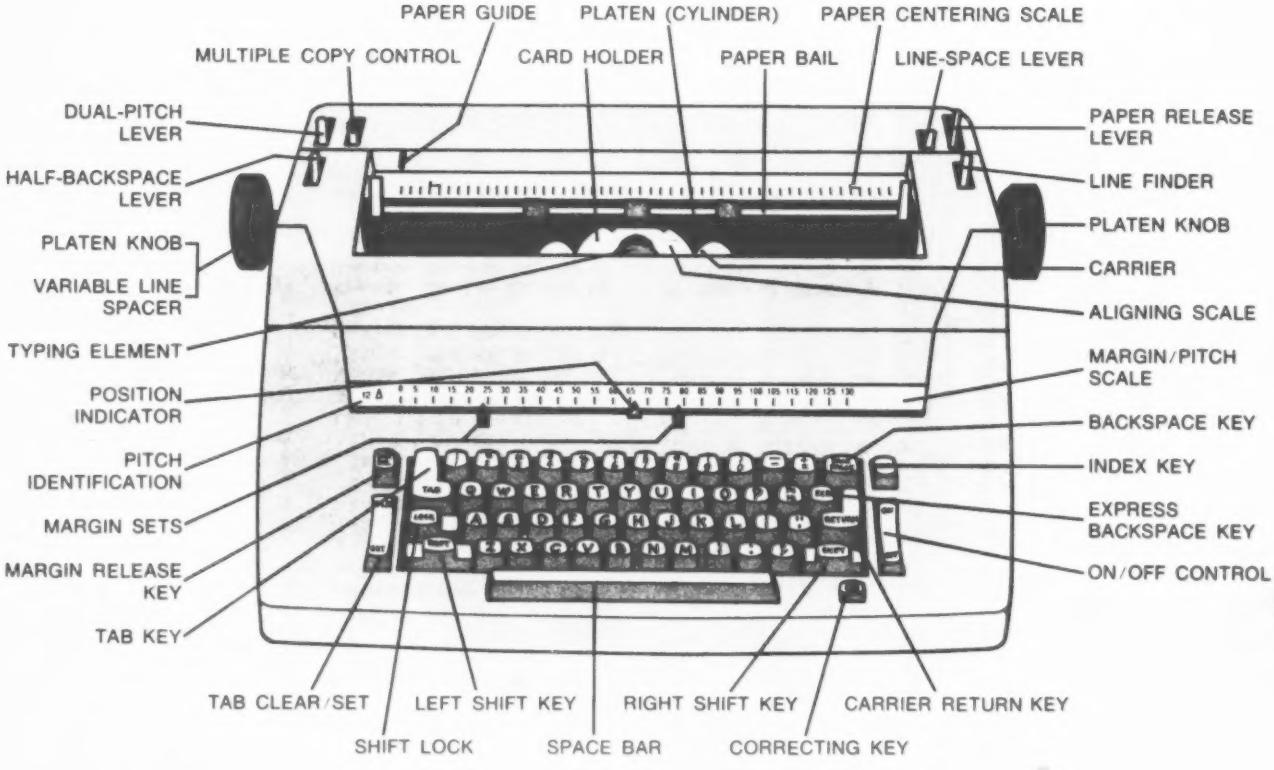
ACTIVITY	MATERIALS/RESOURCES
TASK E: CONTINUED	
4. Activity: Student at individual desk with book and teacher assistance will accurately complete the following steps:	
a. Student will clear all tab stops previously set. (Refer to Task C.)	Tabulation procedures (Task C)
b. Student will check to make sure all tab stops are clear.	
c. Student will set tab stop for center of the paper (at crease line of paper).	
d. Student will check to be sure tab stop is set at center. Using a ruler, student will measure distance from fold to left and right edges of paper to be sure they are equal.	Ruler
e. Student will locate backspace key using Worksheet A2a (on the right hand side of the keyboard above the return key).	Worksheet A2a
f. Student will understand backspace procedure and purpose (to fill in an omitted letter or to position the carrier).	
5. Review Activity 4 with students. Check each student for accuracy.	
6. Activity: Student will use backspace method to do horizontal centering. Teacher will discuss as student follows along at his/her desk.	
a. Student will tabulate to center of paper;	
b. Backspace once for each two letters, figures, spaces, or punctuation marks in the line (for example, backspace the word TABULATE: TA, backspace, BU, backspace, LA, backspace, TE, backspace);	
c. Do not backspace for an odd or leftover stroke (for example, backspace the word FIGURES: FI, backspace, GU, backspace, RE, backspace, drop the S);	
d. Begin to type where the backspace ends (the typed material should appear in the center of the paper);	
e. Check to see if the material is centered horizontally (take paper out of typewriter, fold it in half, open the paper; there should be an equal amount of strokes on the left and right hand sides of the fold);	
f. Repeat process if material is not centered correctly.	
g. Student will center practice drill correctly using Worksheet E6-7.	Worksheet E6-7
h. Student will center activity drill correctly using Worksheet E6-8.	Worksheet E6-8
7. Prepare a bulletin board using Worksheet E7 to aid students on the correct procedures for centering.	Worksheet E7

ACTIVITY	MATERIALS/RESOURCES
TASK F: Student will accurately complete the vertical centering--mathematical method.	
1. Discuss with students the need to learn how to use vertical centering (for example, placing material on the paper so that you have the same number of blank lines above the copy as below it).	
2. Activity: Students at individual desks with teacher assistance and book will accurately complete the following steps:	Half sheet of paper, full sheet of paper
a. Using a standard size sheet of typing paper (8 1/2 x 11) student will figure out how many lines can be typed on the paper.	
b. Student will understand that six typewritten lines equals one inch. Measure by using a ruler.	Ruler
c. To make sure that six lines equals one inch type the word single on six consecutive lines, then measure the lines with a ruler and they should equal one inch. (Teacher will put example on board.)	Chalkboard, chalk
d. Student will understand that a standard size sheet of typing paper is 11 inches long. (Refer to Proof of Information using Worksheet F2.)	Worksheet F2
e. A standard size piece of typing paper is 11 inches long. Multiply 11 x 6 = 66; this will give you the number of lines on a full page. Teacher will put this on the board.	
f. Student will understand that a standard size sheet of typing paper cut in half is 5 1/2 inches long. (Refer to Proof of Information using Worksheet F2.)	
g. A standard size piece of paper cut in half is 5 1/2 inches long. Multiply 5 1/2 x 6 = 33; this will give you the number of lines on a half page. Teacher will put this on the board.	
h. Student will check to make sure there are 66 lines on a standard size sheet of paper.	
i. To check to make sure you have 66 lines on a sheet of paper, insert the paper in the typewriter and count the single-spaced lines to the bottom of the paper. You should have 66 lines.	
j. Student will check to make sure there a 33 lines on a half sheet of standard size paper.	
k. To make sure you have 33 lines on a half sheet of paper, you must first fold the paper in half horizontally, then insert the paper in the typewriter and count the single spaced lines to the bottom of the paper. You should have 33 lines.	
3. Discuss with students that vertical centering means to place copy in the vertical center of the page.	
4. Student is now ready to begin the steps of vertical centering. Teacher will discuss as student performs functions at the desk.	

ACTIVITY	MATERIALS/RESOURCES
TASK F: CONTINUED	
5. Activity: Teacher will explain as student counts the lines that copy will occupy. Using Worksheet F2, follow the remaining steps.	Worksheet F2
a. Student will count the lines (including blanks) that the copy will occupy. To count single-spaced lines that you want centered vertically, count every typed line. To count double-spaced lines that you want centered vertically, count every typed line and one blank line in between. To count triple-spaced lines that you want centered vertically, count every typed line and two blank lines in between.	
b. The following lines will be used as an example for vertical centering (put on board): 1 To count double-spaced 2 3 lines that you want centered 4 5 vertically, count every typed 6 7 line and blank lines in between.	
c. Subtract the lines needed (7) from the number of lines available on the size paper you are using. Subtract lines needed from 66 for a full standard size sheet of typing paper or 33 for a half sheet of paper. (Put example on board.) 66 (lines available) 33 - 7 (lines needed) - 7 59 (blank lines) 26	
d. Divide the number of blank lines by two to find out how many blank lines you should have at the top of the paper. Drop any fraction you have left over. (Put example on board.) 29 13 2/59 2/26	
e. Since you need "that number" of blank lines at the top of the paper, space down one more line at the top so you won't be typing on your last blank line.	
6. Activity: Teacher will explain and demonstrate how to check your work to make sure it is centered vertically. To do this, fold paper in half from top to bottom. The crease should be in the center of the typed copy.	
7. Review: Student will type a vertical centering drill correctly on a half sheet and a full sheet of paper using Worksheets F7a and F7b.	Worksheets F7a, F7b

WORKSHEET A2

ELEMENT TYPEWRITER



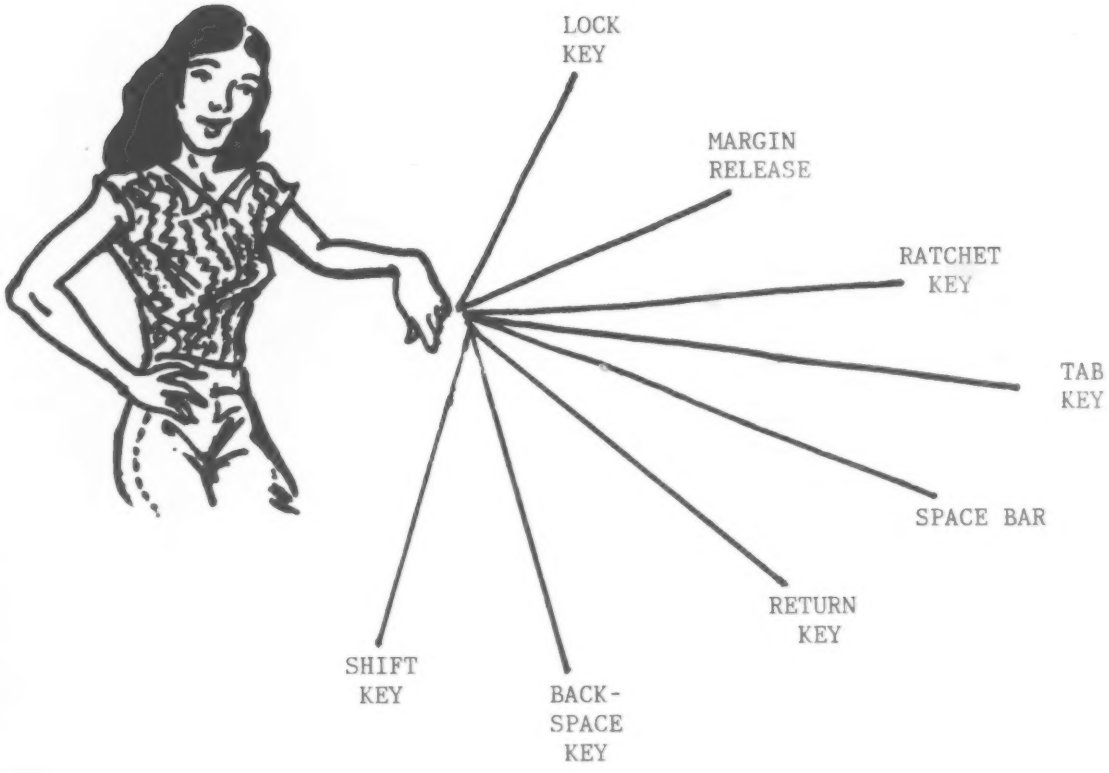
ALIGNING SCALE helps locate the typing line when reinserting paper.
BACKSPACE KEY moves the carrier to the left (backward) one space at a time.
CARD HOLDER holds cards and envelopes against the platen.
CARRIER is the movable unit containing the element and ribbon carrier.
CARRIER RETURN KEY returns the carrier to the left margin and moves the paper up to a new line.
CORRECTING KEY backspaces to the error and moves the lift-off tape into position to make a correction.
DUAL-PITCH LEVER (special models only) resets spacing for 10-pitch or 12-pitch type.
EXPRESS BACKSPACE KEY moves the carrier rapidly to the left without spacing the paper up.
HALF-BACKSPACE LEVER moves the carrier to the left a half space at a time.
INDEX KEY moves the paper up without returning the carrier to the beginning of a line.
LEFT SHIFT KEY is used to capitalize letters typed with the right hand.
LINE FINDER allows for typing above or below a line and then returning to the same line.
LINE-SPACE LEVER controls the space between lines of typing.
MARGIN RELEASE KEY allows the carrier to move beyond the margin stops.
MARGIN SETS control the beginning and ending of typed lines.
MARGIN/PITCH SCALE indicates horizontal spaces, shows position of printing point, and shows position of margin sets.
MULTIPLE COPY CONTROL adjusts for insertion of multiple pages (such as carbon packs).
ON/OFF CONTROL turns the electric power on and off.
PAPER BAIL holds the paper against the platen.
PAPER CENTERING SCALE centers the paper on the platen.
PAPER GUIDE guides the paper into the machine.
PAPER RELEASE LEVER frees the paper for straightening or removing.
PITCH IDENTIFICATION indicates 10- or 12-pitch type.
PLATEN (CYLINDER) is the large roller around which the paper turns.
PLATEN KNOBS are used to turn the platen by hand.
POSITION INDICATOR indicates position of the typing element on a line.
RIGHT SHIFT KEY is used to capitalize letters typed with the left hand.
SHIFT LOCK is used to type all capital letters.
SPACE BAR spaces the carrier forward one space at a time.
TAB CLEAR/SET clears and sets tab stops.
TAB KEY moves the carrier directly to tab stops.
TYPING ELEMENT is the ball-shaped device containing all the keyboard characters.
VARIABLE LINE SPACER resets the line of typing.

Worksheet A2a

On-Off Switch	Controls motor power
Left Platen Knob	Used to turn the paper into the machine
Line-Space Regulator	Permanently changes the line of writing
Left Margin Stop	Left lever used to block off side margin
Paper Guide	Blade against which paper is placed when paper is inserted
Paper Table	Paper rests on this while being inserted into machine
Paper Bail	Holds paper against the platen
Paper Bail Rollers	Rollers located on paper bail to hold paper securely against platen
Right Platen Knob	Used to turn paper into the machine
Right Margin Stop	Right lever used to block off side margin
Paper Release Lever	Loosens paper for straightening or removing

Worksheet A3

W H I C H K E Y S D O Y O U U S E ?



SPACE BAR	Spaces forward -- for space between words.
SHIFT KEYS (2)	HOLD down to type a capital letter, one at a time.
LOCK KEY	LOCK down to type capital letters CONTINUOUSLY.
TAB KEY	Strike to move the carriage to INDENT and type in COLUMN form.
BACKSPACE KEY	Strike to move back one space or more.
MARGIN RELEASE	STRIKE to type outside left or right margin.
RETURN KEY	STRIKE to type on next line space.
LINE SPACER	MOVE to desired spot for single, double, or triple spacing.

Worksheet A4

TASK: Identify the operative parts of a typewriter and their operations.

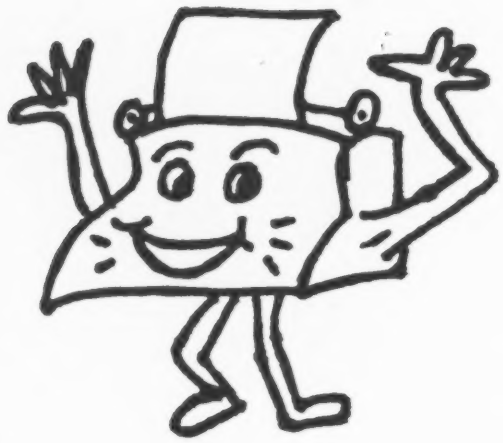
Choose the correct operation in Column II for each part of the typewriter in Column I and write the correct number in the answer column at the left.

Answers	Parts of Typewriter	Operations
_____	a. Margin release	1. Reset the line at any desired position
_____	b. Paper release	2. Stop typing at right margin
_____	c. Tabulator	3. Allow typing past margin
_____	d. Line-space regulator	4. Indenting for paragraphs
_____	e. Paper guide	5. To roll paper into typewriter
_____	f. Margin set--right	6. Once paper is inserted, place on paper to hold it down
_____	g. Right platen knob	7. Straighten or remove paper
_____	h. Paper bail	8. Insert paper into the machine with left edge of paper against

LEFT PLATEN KNOB

PAPER RELEASE LEVER

RIGHT MARGIN STOP



ON-OFF SWITCH

PAPER GUIDE

96

Worksheet A5

PAPER BAIL ROLLERS

RIGHT PLATEN KNOB
LINE SPACE REGULATOR

LEFT MARGIN STOP

PAPER TABLE

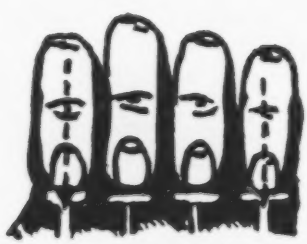
PAPER BAIL

97

There are 7 seven GOOD ways to stroke the keys.

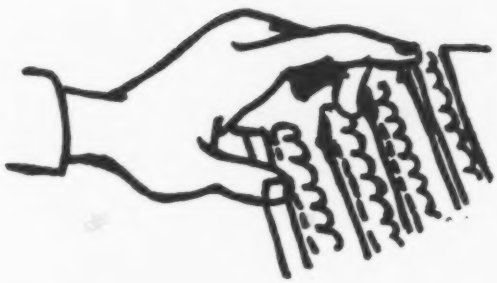
1. Stroke with O N E CONTINUOUS, SWEEPING MOTION -- all in one action.

2. Stroke the key with your finger CENTERED on the key.



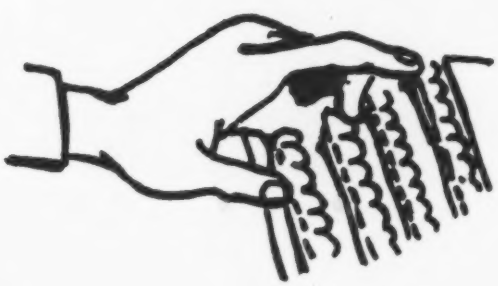
3. Stroke the key with ONLY the BALL of your finger.

4. Stroke the key with CURVED FINGER.



5. Stroke the key with a DIRECT, LOW REACH.

6. Stroke the key QUICKLY, as though the key is HOT. Release (let go) quickly.



7. STROKING is easy when you keep the fingers CURVED and the reach LOW.

Worksheet B4a

NUMBER and SYMBOL REVIEW

1. 1a a1 1a1 111 .1 11; 11 inc.; 11 oz.; Flight 111; Chapter 11.
The 111 men and 111 boys go to Miami on July 1 by Flight 111.

2. 2s 2s2 22 12 27 272 Ray lives at 722 Park Rd.; Lyn, at 1228.
Kevin will be 22 years 2 months 22 days old on September 22.

3. 3d 3d3 37 3 834 326 $7.36; I missed Questions 3, 13, and 33.
Just 33 of the 333 boys had read pages 33 to 333 by March 3.

4. 4f 4f4 44 14 48 148 On May 4 my 14 boys sold 48 sets of R44.
Did the 14 boxes Joe shipped on May 4 weigh just 144 pounds?

5. 5f 5f5 55 58 15 152 The 5 men and the 25 boys left at 5 p.m.
Judge Young's talk is at 2:55 p.m. in Room 515 of Town Hall.

6. 6j 6j 16 46 116 646 $164; He quoted a price of $64.28 a set.
My 66 pupils had a speed range of 15 to 55 on the last test.

7. 7j 7j7 77 47 j7 j47 Did Joan take Flight 147? or was it 187?
Andy and I have read 77 of the 177 pages assigned for May 7.

8. 8k 8 k8 88; 8 qts.; 88 lbs.; 8 ft. 8 in.; 888 Broadway Blvd.
Of a class of 88 girls, only 8 made a grade of 88 on June 8.

9. 91 919 49 9 297 839 All 29 of the boys typed 99 lines today.
Our building lease for 99 years will be up on June 29, 1999.

0. 0; 0;0 30 50 10 120 Lee will be 20 years old; Ciel, just 10.
They had 600 employees in 1970; they may have 1,000 by 1990.

@. 2# @ $1.59; #11 @ $2.37; Request #121 @ $1.69; #139 @ $2.39.
Dorothy bought 10 7/8 yards @ $4.75 and 9 3/4 yards @ $5.25.

c. 6c; 11c; 16c; Do not space between c and a preceding figure.
John paid 98c for the ball-point pen and 16c for the pencil.

/. /; /; /? 3/5 5/6; Use / to type a "made" fraction; as, 9/16.
My stock (bought on July 19 at 36 5/8) sold today at 47 3/4.

*. *8 *; 8* ;* *k *~ The * (asterisk) is often called the star.
He typed * for the first footnote and ** for the second one.

'. it's; I'll; didn't; Is this book Nan's, Kathy's, or Chuck's?
Mrs. O'Malley can't or won't pay for her son's trip to Rome.

!. Oh! Look! Stop! He loudly commanded: Ready! Aim! Fire!
Get Set! Begin! You can win if you think you can! Try it!

$. $f $14 $14 $48 $841 I paid $14.18 for the two copies of X48.
Vance Burke owed $144 on March 14 and paid $44 on August 14.

&. &j &7 j& Ty & Vi's; Childs & Langin; Check Funk & Wagnall's.
Lane & Hall merged with Park & North to form Park & Lane Co.

-. -j -; -j- -;- 6-2846; He added: "Rush! This is an order!"
Were the up-to-date plans mailed to the out-of-town speaker?

#. #d #d# 3# #d 33 #33 Here is Check #133. Order 36# of #1284.
We shipped order #634 on August 17; order #637 on August 28.

(. 9((1 (1 9((9 1(1 The (is the shift of 9, so shift for it.
As (is the shift of 9, use the same finger to type (and 9.

).););))0 9) () (1) Use the left shift to type both (and).
As) is the shift of 0, use the same finger to type) and 0.

%. %f %f% 5% 8% 9% 55% We offer discounts of 10%, 15%, and 20%.
Change the 6% rate on Wirtz & Lang's note (due May 3) to 5%.

--. -- -- -- --;-- That speed--65 gwam--ought to handle the job.
PRICED TO SELL: Objets d'art, antiques--Telephone 251-4609.

". s" "; 2" "; ";2 2"; Frank said, "Return without looking up."
Ken is mixed on "choose" and "chose" and "loose" and "lose".

Worksheet B4c

ACCURACY CLINIC Use a 70-space line.

aid Ann ail aim ate afar ask again any attain ade anagram ape navigate

bib Bob fib bet fob blab fib blurb fob bubble fob blubber fib blubbers

cad Cal cad cog dcd cake dcd clock dcd clinic dcd concede dec academic

did Dot dad did dot dyed don dowdy dud deeded dot decided did deducted

eek Eve ded ere ded else ded ended ded serene ded needles ded selected

fog Fay fed fly fag buff fib fluff fed baffle fob fearful fog fanciful

gad Gil fgf got fgf gang fgf aging fgf effort fgf eggnogs age giggling

hit Hap jhj hat jhj hash jhj harsh jhj rhythm jhj hatchet jhj withhold

ill Ina kik irk kik idle kik icing kik icicle kik initial kik infinite

jog Joy jog job jot jury jig joins jet jumper jet adjourn jam journals

kid Ken kid kit kik kick kek knock ked knacks kik kickoff ked kickback

lot Les lid lab let lull lit allow lot slowly lam legally leg lawfully

mid Max jmj may jmj maim jmj major jmj murmur jmj mammoth jmj skimmers

nil Nan jnj nabs jnj nine jnj nouns jnj cannon un neutron jnj announce

ore Ora lol oak lol oleo lol color lol morrow lol crouton lol sponsors

pit Pat ;p; pay ;p; prop ;p; happy ;p; pepper ;p; approve ;p; property

qqq Que aqa quo aqa quiz aqa quill aqa unique aqa quarter aqa acquaint

rid Ray frf rim frf rour frf rover frf terror frf carrier frf aircraft

sis Sue sat sit ads sash sos stress sis success sot sustains sal slash

tat Ted ftf the ftf tint ftf trout ftf totter ftf tatters ftf stutters

uuu Una juj use juj tune juj judge juj unused juj unusual juj usefully

viv Vic fvf vow fvf five fvf vivid fvf valves fvf velvety fvf revivals

wow Web sws wow sws wish sws swish sws window sws willows sws waterway

xxx Max sxs six sxs next sxs sixty sxs reflex sxs examine sxs exercise

yet Yve jyj yet jyj year jyj today jyj yearly jyj pyramid jyj boyishly

zzz Zoe aza zip zero aza dizzy aza muzzle aza puzzles aza dazzling aza

ALPHABETIC SENTENCE

The judges quietly gave the prizes back to the same five or six women.

DIFFICULT REACHES

Here are a number of exercises on the most difficult reaches and stroking combinations on the keyboard. Practice them until you can handle the reaches with quiet arms and hands.

A

nu un
A number of unknown men united to receive a uniform annuity.
Under my plan, the aluminum company pays annuities annually.

B

mu um
A mutiny of men and mules ended in a muddle causing a slump.
A lump summary of his lumber and linoleum purchases is here.

C

ny yn
His cynical synopsis of the ceremony was sent to syndicates.
Synthetic hominy was made in rainy weather by an uneasy man.

D

my ym
A mysterious symptom in the lymph mystified the army doctor.
My myths are symbolic of a mystery which characterizes them.

E

br rv
My brother abruptly broke the brush with the brass bristles.
A very nervous pitcher served a curve to a starving servant.

F

num mun
On numerous occasions I have seen a number of the monuments.
A number of monuments contain munitions of municipal chiefs.

G

mum nun
Both minimum and maximum amounts should be set for the work.
In reading the denunciation, I enunciated the words clearly.

H

hun hum
Humbly, I hunted in the humid Hungarian area a hundred days.
We had a hundred humorous experiences while we hunted there.

I

pol pop
Popular politicians talked about politics to all the people.
Police favor this policy, and it is popular with the people.

J

exe awa
Be aware that we award an executive's prize at the exercise.
This exemption applies to executives even if they were away.

Worksheet B4e

FOR FOLDER

REPEATED LETTERS

ribbons robbing robber rubbing bobbing rubble ribbed robbery
accept success occasion accord account occurring accumulated
add address additional paddle sudden huddle shudders rudders
feel between three week agree keep seems indeed sheet greets
off offer different effect office efforts difficult affected

suggest baggage dogged ragged rugged struggle smuggle begged
will doll well shall bill call following small full sell ill
immobile immobility immaterial immaterially immediate immure
beginning connection manner cannot annual dinner winning inn
school look good room door too soon roof mood cook book pool

appreciate approve opportunity supply shipping pepper appear
arranged referred correspond sorry correct error carry marry
possible business necessary class assure less express unless
letter remittance little better settle matter written pretty
dazzle puzzle lizzard blizzard sizzle muzzle puzzle dazzling

Worksheet B4f

WEAK-FINGER DRILLS

Aware acquit lacquer awed quiz saw zero award azure acquaint
puzzles dazzle wax amaze quizzing exercise extra tax acquire
were aware, did amaze, give a quiz, puzzled all, federal tax
popular appropriate policy opposed loop puppy opinions poppy
supply hoop rope political probate probable pillows pilgrims
popular policy, political opinion, polite policeman, my loop

popular award, extra policeman, amazed politician, union tax
look quickly, explains his policy, developed new, was plates
A popular policeman was aware that the citizens were amazed.

to do so me if it is an me go he of or us to do so am if it
and the big bit box but cut did due end eye fir for fur got
fig man may men own pay she sir six map lap pan tie nap ham
hen sit end foe oak cod bus rod toe fix dog six hay rug dig
rye tub tug die pan sue aid sow pen bug dug nap rob sob vow

also both busy city down form girl hair half hand held sigh
sofa kept land make name paid such maps them than they town
turn bowl when wish with work body born pale rush fork tidy
coal lend roam fowl pelt melt duty sick than sign duck slam
disk goal sock prow odor worm fish fuel snap sigh pays owns

whale usual world their spend spent theme shape shame forms
girls gowns shake right vogue digit laugh giant amble civic
slant rigor works prowl flake chair blame angle banks audit
aught amend sight fight corps theme widow focus sighs bugle
title slept eight proxy signs rigid robot tocks toque firms

problems ornament quantity element dirigible bushels disown
profit handle penalty suspend social dispel clemency thrown
enchantment chairman entity audible bicycle fiducial panels
surname rhapsody rigidity prodigy naughty neighbor neurotic
ancient auditor anthem auburn thrown mantle divisor momento

Worksheet B4g

SELF-IMPROVEMENT PRACTICE

1	Alphabetic	Max just left my quiz show, and he gave back a prize he won.
2	Double letters	Will Bill call Miss Huss to see if Dr. Reeves took the book?
3	Double letters	Tell Bill Troll that Nell will soon get a room for the cook.
4	Home row	As we said, Hal Hall was glad to have the lad take the flag.
5	One-hand	We were as sad as you and John Hill were at your great loss.
6	One-hand	I look as old as you, but I feel quite sure you know my age.
7	Adjacent letters	We were asked if the lad had as much poise as Jane Munn has.
8	Direct reach	Burt grows the flax from which this quaint old lace is made.
9	Direct reach	A group of brave men checked the fire and saved my big barn.
10	Capital letters	Don Trigg will go to France and Greece with Ken Hunt in May.

1	Drill on e, i	Deith Leigh has neither the height nor the weight you think.
2	Drill on i, e	Litie Fielder tried to give a quiet series of talks in Erie.
3	Adjacent keys	A point we stress is that poise promotes power and progress.
4	One-hand words	Fred begged Ted Ward to serve in Greece with him for a year.
5	One-hand words	Rex traced the crazed man as he raced from street to street.
6	One-hand words	I look upon Jim Hull as my greatest link to my Erie Friends.
7	Figure drill	On March 23 and 24, 56 boys and 90 girls must take the test.
8	Figure drill	Their address is 867 W. 19th Street, Eastland, Texas 76448.
9	Figure drill	I wear a size 7 3/8 hat and got it at the Niel-Marcus store.
10	Fluency	Sit well back in the chair, and keep your feet on the floor.
11	Fluency	If you put off doing this work, it will become harder to do.
12	Fluency	Drop back in speed to gain the skill of typing with control.

1	Left 4th	Alonzo Quinz analyzed all the equalization equations on the math quiz.
2	Left 3d	At the West Wexwood sanctuary, Max saw six swans and sixteen waxwings.
3	Left 2d	Cedric Deed decided to serve cold cider at the dedication in December.
4	Left 1st	Fred bravely verified the fifty figures Vivian Graves referred to him.
5	Left 1st	Bobby began to beg the bigger boys to get busy building their tugboat.
6	Right 1st	Johnny can hunt for honey in the highlands of sunny Hungary next June.
7	Right 2d	Kiley picked up a stick and tried to kick it to Dick, Nicki, and Kirk.
8	Right 1st	Major J. M. McJames must judge 76 Olympic jumpers in Columbus in July.
9	Right 3d	L. O. Olson foolishly rolled an old gold coin along Lloyd's open pool.
10	Right 4th	The plane stopped at 10:50; it was 1 3/5 hours late. Is Paul present?

1	Seven excited zebras scampered up the precipitous mountain escarpment.
2	The Czechoslovakian delegate addressed the Munich Convocation in July.
3	An abscissa refers to the system of fixed rectilineal coordinate axes.
4	Mimi and Mynie, my mynahs, munched minute morsels, murmuring for more.
5	Polly Kilomon's tablet was marked "65c"' nevertheless, she wrapped it.

Worksheet C3

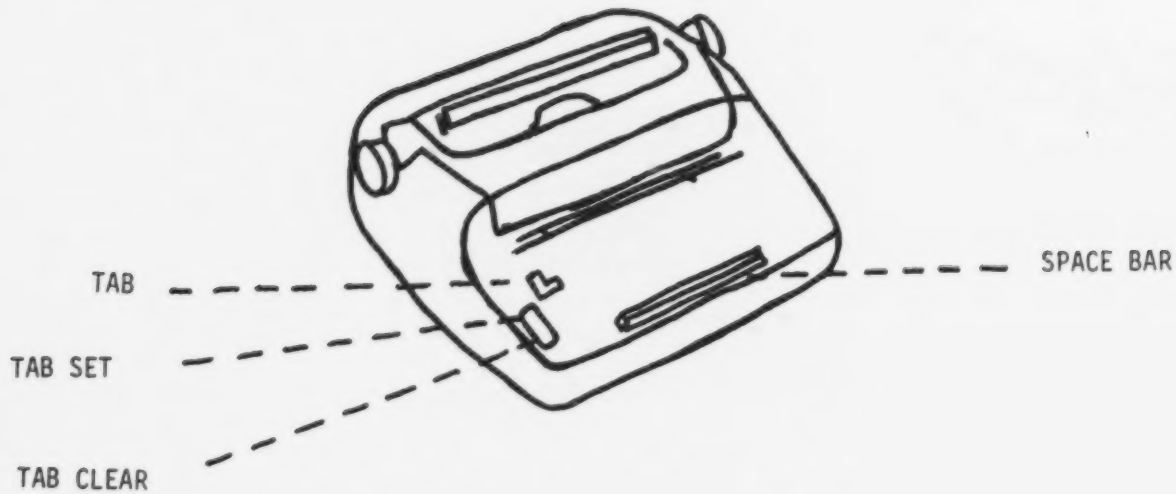
USING CORRECTION TAPE TO CORRECT AN ERROR

1. Pick up correction tape with left hand (must be pre-positioned with correct side of tape facing typist).
2. Place correction tape between ribbon and paper.
3. Position tape over error.
4. Backspace with right hand.
5. Type error.
6. Remove tape and lay it aside.
7. Move left hand back to home row position.
8. Backspace.
9. Type correct letter.

Worksheet D2

DIAGRAM SHOWING LOCATION OF TAB CLEAR, TAB SET, AND TAB KEYS

(TABULATIONS PROCEDURES) AND SPACE BAR



Worksheet D6a

TABULATING PROCEDURE DRILL

	and	has	then
	did	for	have
Key	3 | 12	3 | 12	4

Worksheet D6b

TABULATING PRACTICE DRILL

	and	did	aid	rod	but	got	big
	for	pay	wit	may	fur	tub	bid
	pen	wit	rub	dug	pan	cue	fit
	rib	men	sir	cut	woe	rug	fee
Key	3 | 6	3 | 6	3 | 6	3 | 6	3 | 6	3 | 6	3

Worksheet E6

PRACTICE DRILL - HORIZONTAL CENTERING

CENTER THE FOLLOWING LINES:

Perfect practice makes perfect.

Not correcting errors can be costly.

Take pride in the material you produce.

Speed and accuracy are important in typing.

Worksheet E7

ACTIVITY DRILL - HORIZONTAL CENTERING

You are cordially invited to attend

the opening of

Jo Jo's

Saturday, December 18, 1987

3:00 p.m.

1870 Bellaire Drive

Mexico, MO 65265

Worksheet E8

DON'T CLOWN AROUND . . .

CENTER CORRECTLY!!!

1. Set tab stop at center of paper.
2. Backspace "once for two."
3. In backspacing, disregard leftover or odd stroke.
4. Begin to type where backspacing ends.

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Worksheet F2

PROOF OF INFORMATION

This is
single (no blank lines)
spacing

This is

double (1 blank line)

spacing

This is

triple (2 blank lines)

spacing

Worksheet F7a

VERTICAL CENTERING DRILL - HALF SHEET

SUNDAY SCHOOL MEETING

will hold its monthly meeting

Tuesday, December 1, 7:00 p.m.

Room A

Topic: Finalizing Christmas Program

Worksheet F7b

VERTICAL CENTERING DRILL - FULL SHEET

SUNDAY SCHOOL MEETING

will hold its monthly meeting

Tuesday, December 1, 7:00 p.m.

Room A

Topic: Finalizing Christmas Program

INSTRUCTIONAL MODULE

VOCATIONAL AREA:
Business & Office

ACCESS SKILL: COMMUNICATE ON THE TELEPHONE

TASK ANALYSIS STEPS: A-M

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will identify a telephone and its basic use.	
1. Shown a picture of a telephone, the student will identify it as such.	Telephone (toy or real)
2. Asked to identify the basic use of a telephone, the student will explain its use as one of communication (to seek information, to give information, to seek assistance, to communicate with friends or relatives, etc.).	
3. Parents might discuss the proper use of the telephone in home -- being specific about time restrictions in some families, etc.	
TASK B: Student will identify a telephone book and its basic use.	
1. When told to pick up the telephone book, the student will do so with no hesitation.	
2. When told to use a telephone book to find specific information, the student will identify information in the:	Worksheet B2
a. White pages b. Method of listings (alphabetically) c. Clues to finding numbers d. How to find a place with many numbers e. Government listings f. Yellow pages g. Miscellaneous information h. Emergency information	
3. Ask the student to find the number of a few friends and keep them in an address/phone book of his/her own. Ask the student to put a list of specific numbers next to the phone so he/she will know where they are if he/she ever needs to find them (such as the Doctor, parents' office numbers, emergency number, fire number, neighbor, etc.).	
TASK C: Student will explain the meaning of telephone vocabulary words.	
1. The student will say each telephone vocabulary word and clearly explain the definition of the word or phrase.	Worksheet C1 Brigance Inventory of Basic Skills (Z-5)
2. Student will demonstrate the process used when using any of the vocabulary words, such as: dialing directly, etc.	
TASK D: Student will explain what to dial in case of an emergency.	
1. When given an emergency situation, the student should be able to accurately tell what number to call for that emergency - using the telephone book. For example:	Local telephone book (You could check with the local telephone company as sometimes

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ACTIVITY	MATERIALS/RESOURCES
TASK D: CONTINUED	
In case of a medical emergency you should dial 911 . If there is no 911 number for the town in which you are calling, you would dial _____ (the number listed on the inside of the telephone book for that call). If you do not have a 911 number, and can't find the book or remember the number, you should dial _____ ("0" for Operator). 2. Have the student make out a list of emergency numbers for fire, police, doctor, medical, etc. and place the numbers next to the phone. 3. Act out making an emergency call using the 911 number (pretend), dialing the whole number, and pretending to dial the operator.	they give away old phone books, and the student might need to cut out the numbers.)
TASK E: Student will demonstrate what to do if he/she dials a wrong number.	
1. Student will learn to verbally apologize for disturbing the person when attempting to reach another number. Example: Instead of just saying, "Okay," when one notices they have reached a wrong number, you should say what? Student: "Sorry I disturbed you, what number did I reach?" or "I'm sorry, I must have the wrong number" or "Is this ///-////?" The student should ask for the number and the name of the city reached, and should then report the error to the operator so they will not be charged for the call.	
TASK F: Student will demonstrate making long distance calls to various area codes (station-to-station & Operator assisted).	
1. Using telephones set up in the classroom, the student will make a (mock) long distance call within the same area code and will have in mind, and tell the party called, what he/she is calling about (personal call, information, or request for assistance). Example: The teacher might tell the student to make a long distance call within the same area code in order to find out if a particular store has the type of tennis racquet he/she is trying to locate. The student must: dial correctly, answer correctly, get to the point of the conversation, and thank the party for the information.	
TASK G: Student will identify and explain the meaning of the four time zones when dialing within the United States.	
1. Because time zones can be a factor in cost and the time in which calls would be made, the student should be able to read the time zone chart in the phone book and apply its zones. The student should be able to identify the four	Worksheet G1

ACTIVITY	MATERIALS/RESOURCES
TASK G: CONTINUED	
zones (Eastern, Central, Mountain, and Pacific) as they are shown in most phone books, and determine what time it would be in each location.	
TASK H: Student will demonstrate making local calls to request and give information.	
1. The student will locate a number in the phone book and will make a call to that number (do in a role play situation first) in order to request information. Example: The teacher might tell the student to find the number for the license bureau and then to call to find out what days they give the test for driver's licenses. (This should be practiced until the student is proficient at making the calls unassisted and politely.) 2. The student should locate a number in the phone book and make a call to that number in order to give information. Example: The teacher might tell the student to locate the number of the Voluntary Action Center so that he/she could volunteer him/herself for service. (This should also be role-played ahead of time.)	Local phone book
TASK I: Student will demonstrate calling local directory assistance (and long distance).	
1. The student will have to determine the number for directory assistance in the city in which he/she lives and make a call to find out a particular number. Example: Teacher might ask the student to call Taco Bell using a directory. The student would then: a. Locate the number for directory assistance in the phone book or from memory. b. Decide what to ask Taco Bell. c. Call Taco Bell regarding the needs. 2. Because the number for directory assistance out of town is different from local calls, the student should learn the number to call if he/she needs to make a long distance call but doesn't have the number. Example: The teacher might ask the student to find out the number for a theatre in Kansas City. The student would have to: a. Locate the number for directory assistance for long distance numbers (area code-555-1212). (They will need to be able to find the area code for that city first.) b. Call the theatre and acquire the needed information. The student must do each 8 out of 10 times unassisted.	Phone and phone book

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ACTIVITY	MATERIALS/RESOURCES
TASK J: Student will demonstrate making a long distance person-to-person call.	
1. The student must be aware that one may call and will be charged for that call only if he/she speaks to the person he/she wants to speak to if he/she makes an Operator assisted person-to-person call. The teacher may wish to practice these calls only in the classroom through the use of a borrowed telephone system. The steps to follow include:	Phone and phone number
a. Dial operator.	
b. Give the area code and telephone number of the person you wish to call.	
c. Give other details the operator may ask in order to complete your call (such as how to spell your name, etc.).	
d. Speak to the party when the person you wish to speak to answers the phone.	
TASK K: Student will demonstrate a toll-free call.	
1. The student must be aware that toll-free calls exist and are made at no charge to the caller only for numbers which begin with 800 and are a part of the Wide Area Telephone Service (WATS). The student makes these calls by:	
a. Locating the number to be called.	
b. Dialing the number as 1-800-///-////.	
c. Speak to the party when they answer the phone. These are usually not person-to-person calls.	
Teacher might assign the student to:	
a. Make a call to an airline to obtain the cost of an airline ticket to a particular destination.	Phone
. Make a call to a theatre to determine the cost of tickets to a concert.	
c. Call a particular company to get information or receive its free information.	
TASK L: Student will demonstrate telephone etiquette.	
1. The student will understand and demonstrate appropriate speaking skills when using the telephone to speak to an unknown person or anyone else. This task should be practiced for perfection, as some students learn the steps but become lax in using the techniques. Some steps to remember are:	Your local telephone company may have free brochures regarding telephone etiquette and these can be obtained by contacting them over the phone or going to the company. You might want to keep copies of these brochures beside the phone in the home.
a. Answer promptly.	
b. Identify yourself.	
c. Greet the caller pleasantly.	
d. Use the caller's name.	The filmstrip "Who's Calling, Please?" is available on loan, free

ACTIVITY	MATERIALS/RESOURCES
TASK L: CONTINUED	
e. Treat every call as an important call. f. Be tactful. g. Apologize for errors or delays (This is especially true if the call is on a business phone). h. If the person who is being called is not in, suggest an appropriate time for call back. i. Speak distinctly with good volume and speed. j. Hang up when the caller has finished speaking, and do not slam the receiver down.	of charge from the Bell Telephone System. General Telephone Co. has some films and some personnel who are hired specifically to instruct persons on the proper uses of the telephone. Simply call and ask them.
TASK M: The student will demonstrate taking telephone messages.	
1. The student must learn to take telephone messages, so that he/she knows that what was said over the phone is remembered accurately. Don't trust to memory what has to be passed on at a later date or time. If there is a message, write it down. Even if there's no message, make a note of who called and at what time. If the caller would like the call returned, be sure to get the name and number of the caller (ask for the spelling to be sure of the name, and have the person repeat the spelling and number until you get it correctly). Role play these situations. 2. Have student see if parent will allow him/her to keep a note pad or chalkboard next to the telephone so messages may be taken and passed on easily to other members of the family.	Notepad, pen, and/or chalkboard and chalk

Worksheet B2

Using the White Pages:

Businesses and people's names are listed in alphabetical order according to their last names. How would the following businesses be listed?

The Record Shop _____

The Pizza Inn _____

A Bargain Basement _____

What number should you dial if you wanted to call the following places?

S & W Plumbing Co. Inc.
1703 Canyon Dr 449-4959
Sapp Donald Plumbing Co., RR 3 445-6638
Stanton Frank Plbg & Htg
341 Proctor Dr 443-4122
Stuart's Plumbing & Heating
RR 4 Cent 682-2529
T & T Plumbing & Heating
Specializing in Service
24 Hour Emergency Service
4601 I-70 Dr SE 474-8506
(See Advertisement This Classification)

Stuart's Plumbing & Heating # _____

T & T Plumbing & Heating # _____

Donald Sapp Plumbing Co. # _____

The Plumbing & Heating
in Centralia # _____

The Plumbing & Heating Co.
that Specializes in Service # _____

What is Mr. Stanton's first name ? _____

Below is a list of names. Which one would be found first in the white pages of the phone book? _____

Now put the rest in alphabetical order:

Jane Lewis
Dr. Joe Darla
Bob Moses
Veronica Schmidt

_____

_____

_____

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Use the following clues to determine where to find a name in the telephone book.

1. Names are listed in alphabetical order in the telephone book.
2. Decide if the name (last name) would be in the front, middle, or back of the telephone book.
3. Use the key letters on a page to determine the page the name would appear on.
4. Locate the key names on the pages to find the page where the name you are trying to find would be listed.
5. Locate the correct column in which the number would be found.
6. If you know the address, select the phone number of the person with that name on that street, if there is any questions as to which listing is the one you are seeking.

(The teacher might assign a particular name and ask the student to locate the name in the telephone book using each clue.)

If you find a listing with many numbers, you would need to call the listing information number.

EX: Warren's Department Store
3642 South Bend Rd.

Information	808-2694
Men's Clothing	808-6675
Ladies Clothing	808-6676
Furniture	808-2695
Appliances	808-2697

You would dial 808-2694 if you didn't know which number was the area you wanted.

When finding government numbers in the telephone book, you would need to look under UNITED STATES GOVERNMENT, _____ (State) Government, or _____ (County) Government, and locate the listing under the title. Such areas include Military Departments, Postal Services, Social Security, Motor Vehicle Registration (or Dept.), etc.

The teacher might assign such pages for the student to look up in the local telephone directory.

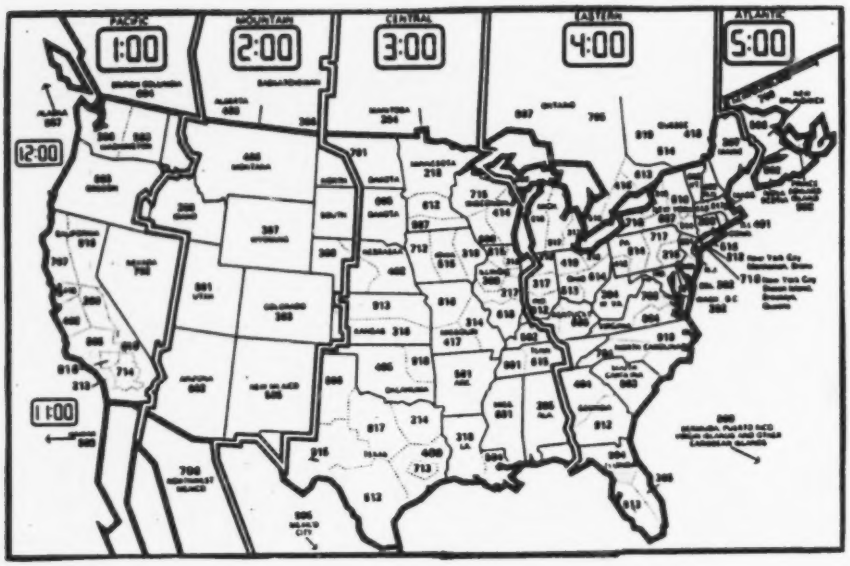
Worksheet C1

Vocabulary words the student should be able to explain are the following:

Index	A listing of what is in the telephone book (or any book).
Emergency Numbers	Emergency numbers are used when there is an emergency such as a fire, burglary, etc. They are usually found on the first page of the telephone book, and should be kept close to the phone in case of an emergency.
Warnings (Fraud, Annoyance Calls, Party Line Misuse)	Fraud includes trying to get telephone use without permission in an attempt to avoid charges. Annoyance Calls are when you annoy anyone through making phone calls, and these are punishable by fines or imprisonment. Party Line Misuse includes refusing to give a conversation to someone on that lines who may also use the phone.
Dialing Instructions	How to dial a number to a particular location within the community.
Business with the Telephone Company	Where to get services and the numbers available for those services, as well as addresses.
Customer Service	What kinds of services customers can get including directory assistance, long distance directory assistance, repair services, prewiring for new construction, how to get buried cable information, telephone services for special needs, yellow pages service, assistance in dialing, and party lines.
Long Distance Dialing	How to dial out of this community, what person-to-person calls are, collect calls, and calling card calls.
Types of Long Distance Calls	Station-to-station, person-to-person, coin calls, conference, collect mobile calls, overseas, calling cards, bill to the third number, time and charges information.
Rates	The cost of calls at particular times of the day and days of the week in various parts of the country.
Area Codes	The number referring to the area in which you live. It must be given first when calling someone long distance outside the same area code.
General Info	Information about services, safety, and figures regarding that city.
Busy Signal	A signal that tells that the number is busy, and you will have to call back later.

Collect Call	Calling and charging it to the other person.
Connection	How well you can hear the other person; if there is static or you can't hear well, it is a poor connection.
Deposit	The amount of money you must put down to get a phone in your home, or the amount of money you must put in the phone when making a call from a pay phone.
Dialing Direct	If you dial the number without assistance it is direct dialing.
Directory Assistance	If you get assistance from an operator who tells you the number you need, that is directory assistance.
Information	Something that answers questions.
Local Call	A call within your town (that is not long distance).
Long Distance	A call out of town.
Operator	A person who works for the telephone company who can help you make calls, find numbers, or put calls through.
Party Line	When more than one person has the same line, but a different number. They can hear others speaking if they pick up the phone, and must share time on the phone.
Private Line	Only one person has the line to speak from and no one can listen in.
Receiver	The part of the phone into which we speak.
Reverse the Charges	If you want the person you are calling long distance to pay for the call it is said to be reversing the charges.
Station-to-Station	When you call someone without assistance.
Toll Free	Numbers which begin with 800 and may be long distance, but do not cost the caller anything to make.
Yellow Pages	The pages where information about businesses can be found.
Wrong Number	When you call someone, but end up getting someone else that you don't even know, you have reached a wrong number. You do not have to pay for the call if it is an honest mistake.

Worksheet G1



Using the above time zone chart, what time is it on the East coast when it is 4 p.m. in Missouri?

_____ (5 p.m.)

What time is it in California when it is 9 a.m. in New York?

_____ (6 a.m.)

What time is it in the Mountain region of Colorado and Wyoming when it is 2 p.m. in Virginia?

_____ (12 noon)

When it is 10 a.m. in Kentucky (Eastern time zone), what time is it in Montana?

_____ (8 a.m.)

Missouri is in the _____ time zone.

Florida is in the _____ time zone.

Texas is in the _____ time zone.

Part of Idaho is in the Mountain time zone and part of it is in the

_____ time zone.

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